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ABSTRACT

This manual is designed to provide information and suggestions to help in increasing the number of nontraditional students who are recruited, trained, and placed on jobs. Following an introductory section, chapter 2, The Context of Equity in Work, reviews key facts on women's status in the work force, on minority women in the workforce, on racial and ethnic minorities in the work force, and on the handicapped in the workforce. Focusing on the legal context of equity, chapter 3 reviews recent federal legislation. In the fourth chapter, equity assessment instruments are presented. Recruitment and orientation strategies are given in chapter 5 followed by a discussion of counseling/retention strategies for nontraditional students in chapter 6. The final chapter focuses on strategies for the placement and followup of nontraditional students. Specific topics addressed include what employers do to attract nontraditional employees, creating nontraditional job opportunities. student preparation for job interviews, and the importance of followup. (LRA)

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Expanding Career Options

A Manual For Expanding Careers In Postsecondary Vocational Education Programs

CE 026 131

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Chapter I

INTRODUCTION

Project Explore

Project Explore was developed as a vocational equity project by the Office of Vocational Education, Georgia Department of Education, with funding from the Georgia Employment and Training Council, Georgia Department of Labor, under a Title II Governor's Special Grant. The project has focused on post-secondary CETA students in selected prime sponsor areas. Activities of the 10-month project have included

(1) establishing mechanisms to increase information exchange between prime sponsors and educational agencies and institutions;

(2) providing information, curriculum materials and technical assistance in curriculum development and staff development to prime sponsors;

(3) providing assistance to eliminate barriers in the educational system which hamper employment and training activities, especially in the areas of recruitment, counseling and retention efforts and placement of nontraditional students.

The following list includes the CETA prime sponsors and the post-secondary vocational-technical schools that have participated in Project Explore. Their input into the development and use of the materials has been most helpful.

CETA Prime Sponsors

Atlanta
Cobb County
Macon-Middle Georgia
Richmond County-Central Savannah River Area
Savannah-Chatham County

Postsecondary Vocational Technical Schools

Atlanta Area Vocational-Technical School
Augusta Area Vocational-Technical School
Houston Vocational Center
Macon Area Vocational-Technical School
Marietta-Cobb Area Vocational-Technical School
Savannah Area Vocational-Technical School
Swainsboro Area Vocational-Technical School

Materials for Expanding Career Options

The preparation for employment which the education system is providing often excludes or limits persons which can and should benefit

from such training. Women have traditionally been trained in a narrow range of careers which offer low salaries. Racial and ethnic minorities have been served in small numbers and often in a limited range of programs. Handicapped individuals have virtually been nonexistant in traditional postsecondary vocational programs.

New social and economic conditions have caused recent interest to be focused on the expansion of vocational-technical training programs for these underrepresented groups. Because of the central role assigned to schools in the socialization of both men and women, it is imperative that educators be furnished the knowledge base and tools with which to effectively make this change. If students emerge from school handicapped by outmoded attitudes, perceptions and training, they will find that society offers them little opportunity to grow and change in their adult lives.

The overall purpose of this material is to provide information and suggestions to help in increasing the number of nontraditional students who are recruited, trained and placed on jobs. As a foundation upon which to build, the social and legal context as it relates to traditional and nontraditional individuals in the work force is reviewed, as well as the consequences of discrimination and stereotyping. Other portions of the materials will provide educators with ideas and models for accomplishing the following goals.

1. Recruiting nontraditional students into vocational training programs.
2. Keeping nontraditional students in the programs once they have been recruited.

3. Assiting nontraditional students to gain entry into the nontraditional job market once they have acquired the necessary training.

Special attention will be paid to eliminating those personal and psychological barriers which have operated to keep individuals out of nontraditional vocational training. The materials will address the elimination of these barriers from the following three perspectives.

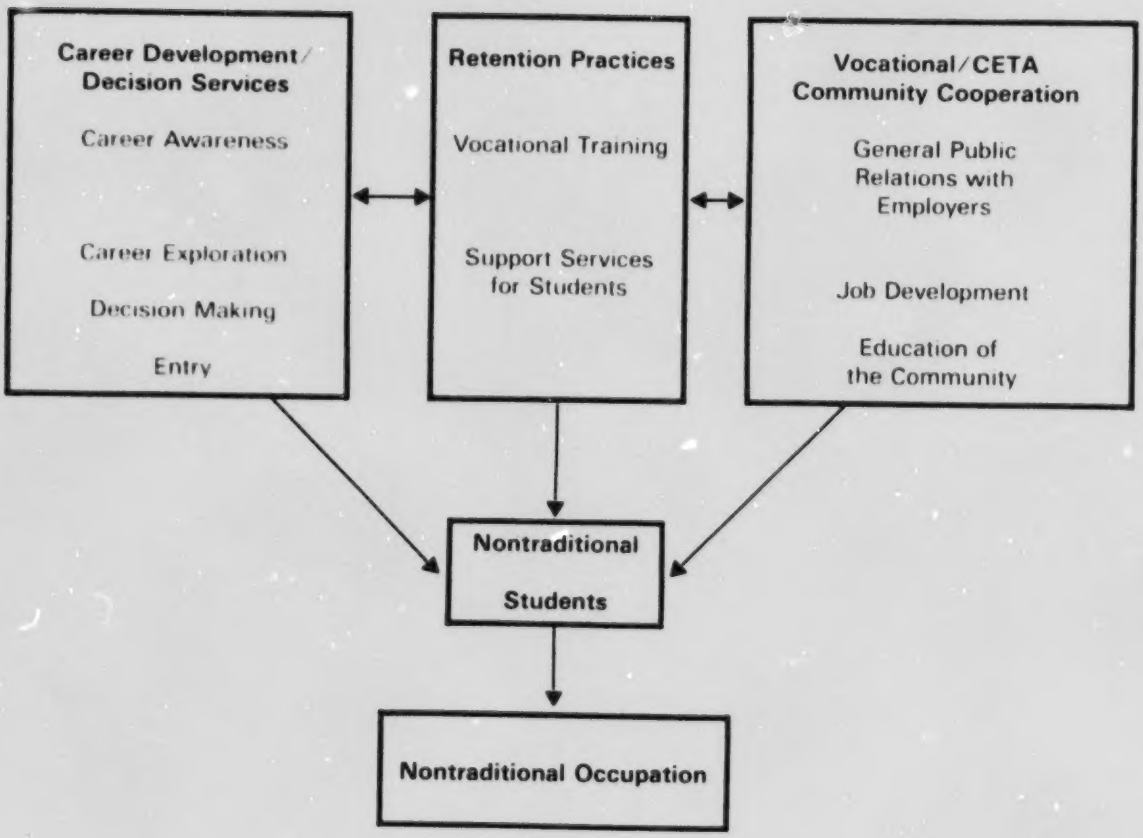
(1) How can career development-decision services encourage individuals to enter nontraditional vocational training.

(2) How can retention practices assist in this process?

(3) How can the vocational or CETA program cooperate with the community to encourage the training and placement of nontraditional students?

A diagram of this model is shown on the next page.

The Three Perspectives Which Can Operate To Assist Students In Acquiring Nontraditional Vocational Training



The following is a list of terms one must be familiar with before being able to actively promote the expansion of training of individuals into areas which are considered nontraditional.

1. "BIAS" means behaviors resulting from the assumption that one person is superior to another based on a specific characteristic, as sex, race or handicap.
2. "STEREOTYPING" means attributing behaviors, abilities, interests, values and roles to a person or group of persons on the basis of a specific characteristic, as sex, race or handicap.
3. "DISCRIMINATION" means any action which limits or denies a person or a group of persons opportunities, privileges, roles or rewards on the basis of a specific characteristic, as sex, race or handicap.

Chapter II

THE CONTEXT OF EQUITY IN WORK

What is the Problem?

The problem addressed in these materials involves occupational segregation, imbalanced employment patterns, serious wage differentials and other inequities in work force participation. The underlying problem is occupational segregation--the tendency of many occupations to be almost exclusively male while others are almost exclusively female or segregated by race or handicap. Although the stereotyping of jobs restricts the career choices of everyone, it has had a disproportionately negative impact on women, racial and ethnic minorities and the handicapped.

While the number of those who have been negatively impacted has increased in recent years, the pattern of employment has not changed. Despite recent publicity regarding the expansion of career opportunities, nontraditional employees remain an exception to the rule.

A simultaneous and related occurrence has been an increase in the gap between the average earnings of these populations. The increase in the wage gap is explained in part by the relative newness of many employees to their nontraditional jobs. The lack of seniority, unequal pay despite the equal pay laws and the acceptance of lower salaries as a means of getting started in a profession are among the reasons for the wage gap. Aside from some remaining, if illegal, cases of blatant discrimination in pay, the major cause of the gap is the concentration of women, racial and ethnic minorities and handicapped in lower paying job categories. Analyses of wage patterns have shown that although these populations earn less, they earn considerably more

in nontraditional jobs than their counterparts in traditional jobs.

Key Facts on Women's Status in the Work Force

1. More women in the United States are jobholders or jobseekers than ever before in history.

   In mid-1978, 50 percent of all women in the nation were actively in the work force; by 1990 it is expected that nearly 60 percent will be in the work force.

2. Women are rapidly increasing their proportion of the total work force.

   Today women comprise almost 50 percent of the total national work force. Twenty years ago the total was only 33 percent. The day is approaching (about the year 2000) when the proportion of men and women in the work force will be equally balanced.

Here are some sidelights on working women.

--Single women can expect to be employed for 40 to 45 years.

--Married women without children will be employed for 30 years.

--Married women with children can expect to be employed from 15 to 25 years, depending on the number of children they raise.

--Many women leave paid employment for marriage and children, returning later. The average woman has a paid worklife of 25 years compared with 43 years for men.

3. The average length of time that women work for pay is increasing.

Most people know that the vast majority of men will work during their adult years, but many do not know that 90 percent of women will do the same. A Department of Labor survey shows that currently in 47.1 percent of the nation's marriages, both wives and husbands are employed.

4. Two-thirds of women in the paid labor force today work outside the home due to economic need.

Two-thirds of the women who work outside the home do so out of economic need. Seven out of every 10 women workers (68 percent) support themselves or their families or they supplement their husband's low income. Forty-two percent of all women workers have no husband present. Of the married women workers with a husband present, 26 percent are supplementing husbands' incomes which are below $9,999. Of particular concern in this category are the women who head families. Today one out of every eight families in the United States is headed by a female. According to one recent prediction, four out of 10 young women now in high school will become heads of families; they will be the sole support of themselves and their children.

5. Women tend to be concentrated in a few occupational categories that are traditional for women--most of which are low paying.

About 70 percent of all females workers are in clerical

(35 percent), service (21 percent), is professional and administrative jobs (16 percent). (See pie chart, p. 12).

6. Women are likely to earn less than men, even when they are employed in the same occupations.

Even though there are laws that require equal pay for equal work by men and women, average pay for women falls below that of men in most fields. Nationally, in 1977, the median yearly paycheck for fully employed women was 58.9 percent that of men similarly employed. In 1955 women earned about 64 percent of what men earned. Women's average wage earnings when compared to men's have actually slipped since equal pay legislation has gone into effect. (See pages 12 and 13).

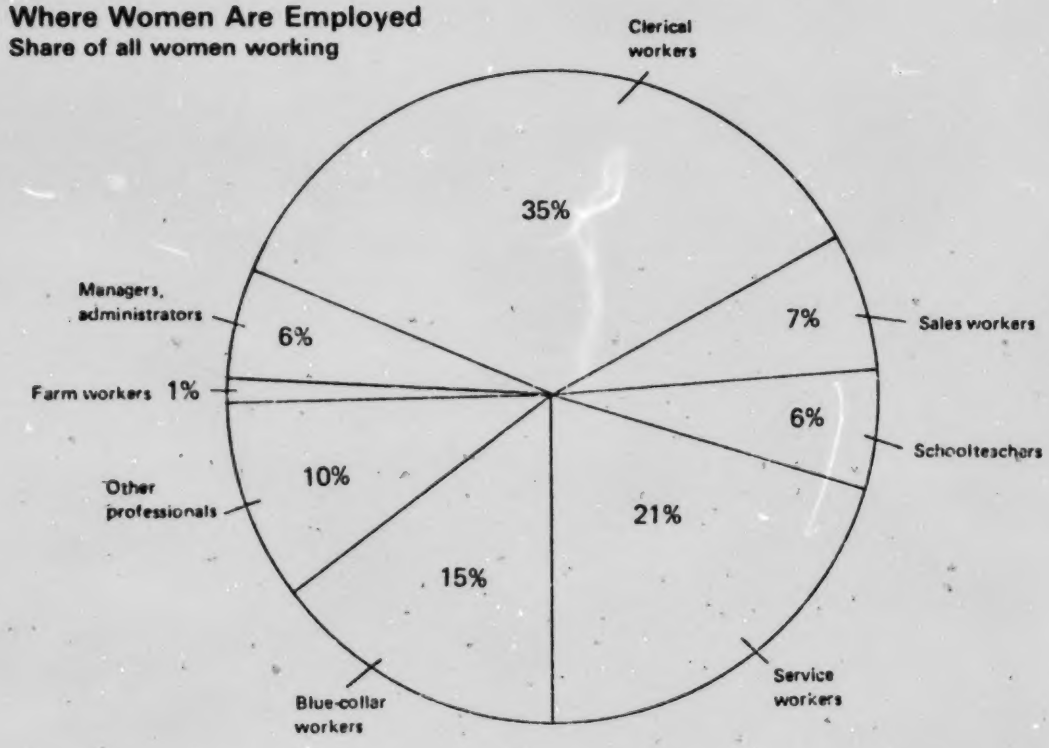
Key Facts on Minority Women in the Work Force

It is important to recognize that the minority woman faces a double bind in the job market--she is both a member of a racial-ethnic minority group and a female. Most people today are familiar with information regarding the concentration of minority workers in lower paying positions, the higher umemployment rates of minority workers, etc. Many may not realize the extent to which the minority female worker is affected by both her sex and her racial-ethnic minority status.

1. In the past, minority women have had much higher rates of participation in the paid work force than white women.

Although the 1975 labor force participation rate of minority women was only slightly higher than that of nonminority

Proportion of Women Working In Major Occupational Groups



U.S. NEWS & WORLD REPORT, Jan. 15, 1979

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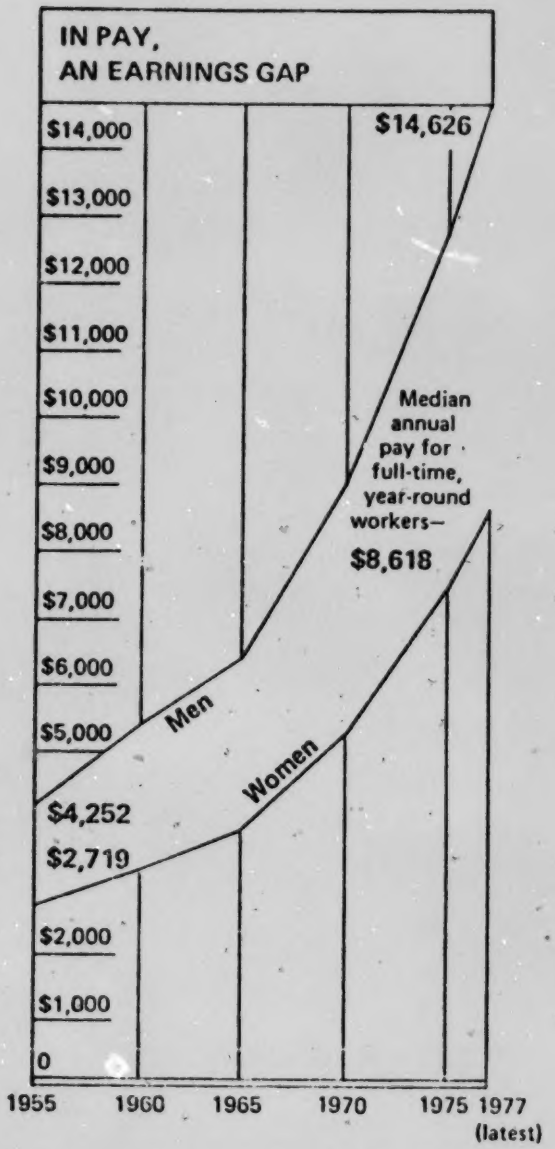
A Comparison of Earnings by Men and Women



The typical woman employee, therefore, was paid 58.9 percent of what the typical male worker earned in 1977, down from 63.9 percent in 1955.

Source: U.S. Depts. of Labor and Commerce, National Science Foundation

Occupation for Occupation, Women Earn Less . . .

Though laws require equal pay for equal work by men and women, average pay for women still runs far below that of men in most fields, largely because of lack of seniority by women and their concentration in lower-paying tasks. What the latest official figures show for median annual earnings by full-time, year-round workers:

	Women	Men
Professional, technical workers	$11,072	$16,939
Managers and administrators	$ 9,804	$16,674
Sales workers	$ 6,272	$14,586
Retail-sales workers	$ 5,584	$10,265
Clerical workers	$ 8,128	$12,843
Craft workers	$ 7,765	$13,638
Operatives	$ 6,649	$11,688
Service workers	$ 5,840	$10,036
Nonfarm laborers	$ 7,613	$10,104
Household Domestics	$ 2,570	N.A.

(N.A.—not available)

. . . But in Many Fields, They're Catching Up

These average salaries were offered to candidates for bachelors' degrees in 1976, according to the National Science Foundation:

	Women	Men
Business		
Accounting	$12,252	$12,204
General business	$10,320	$10,512
Marketing	$ 9,768	$10,236
Humanities and social sciences		
Humanities	$ 8,916	$ 9,792
Social sciences	$ 9,240	$10,392
Engineering		
Aeronautical	$14,136	$13,824
Chemical	$15,396	$15,336
Civil	$13,836	$13,248
Electrical	$14,100	$13,848
Industrial	$13,968	$13,644
Mechanical	$14,712	$14,340
Metallurgical	$14,520	$14,544
Sciences		
Agricultural	$ 9,912	$10,272
Biological	$ 9,540	$ 9,840
Chemical	$12,624	$12,132
Computer science	$12,540	$12,420
Health professions	$ 9,900	$10,596
Mathematics	$11,784	$11,904
Other physical and earth sciences	$12,516	$12,636

Source: U.S. Dept. of Labor and Commerce, National Science Foundation

(56 percent of all minority women between ages 18 and 64 were in the paid labor force, as compared to 54 percent of all nonminority women in this age group), minority females have had much higher participation rates than nonminority females in the past. In 1948 the representation of minority women in the paid work force was about half again as high as the representation of nonminority females. Black women have the longest history of work force participation of any group of women. The 1890 census showed an employment rate for black women more than twice the rate of white women.

2. The current rates of labor force participation by minority women vary among different racial-ethnic groups.

   Black women: In 1974 black women accounted for 11 percent of the total population of women in the United States and for 13 percent of all women in the paid work force. Although black women are entering the paid work force at increasing rates, the increase for them is less dramatic as a result of their high participation rates in the past.

   Hispanic women: In 1972 the work force participation rates for Hispanic women were below those of both black and white women. Work force participation rates differ, however, within the various Hispanic groups. The work force participation rates of Cuban women are slightly higher than those of either black or white women, while those

of Mexican-American and Puerto Rican women were lower than those of either black or white women.

Asian-American women: Japanese, Chinese, and Philippino women are entering the paid work force at rapid rates. A majority of Asian -American families today have two wage earners.

Native American women: According to 1970 census data, 35 percent of all American Indian women are in the paid labor force, as are 29 percent of all Aleut and Eskimo women.

3. Minority women with children are more likely to work than nonminority women with children.

   Sixty-one percent of minority women with children, ages six to 17 years, were in the paid work force in 1974 compared with 53 percent of nonminority women in this category. Fifty-two percent of minority women with children under six were employed, as compared to 34 percent of comparable nonminority women.

4. Minority women tend to be concentrated in the lower paying occupations in our society.

   Minority women are less likely than white women to hold white-collar jobs and more likely to be in either service or blue-collar jobs. The proportion of minority women employed in clerical work is increasing with time, however, while the proportion employed in private household work is declining.

5. Minority women have the lowest average incomes of all workers.

   In 1973 the average yearly income of white males and females and minority males and females employed on a full-time year-round basis was as follows.

White males	$11,633
Minority males	$ 8,363
White females	$ 6,544
Minority females	$ 5,772

6. Minority women are more likely than white women to be in the paid work force as a result of economic need.

   Of the more than two million minority women in the paid work force two-thirds (63 percent) have husbands with incomes of less than $10,000 a year. (For white women in the labor force, the comparable figure is 26 percent). Nearly one in three minority families is headed by a woman who is the sole support of herself and her family.

Key Facts on Racial and Ethnic Minorities in the Work Force

1. The jobless-rate differentials between blacks and whites have widened since 1975.

   In 1975 there were 1.9 black (and other minority) workers unemployed for every unemployed white worker. In 1977 the black rate was 22 times the white rate. By mid-1980 the black unemployment rate was 2.4 times the white rate--the widest gap between the two groups since the Federal government began recording employment statistics by race.

2. Blacks are most often found in occupations which have the highest turnover rates and greater incidence of umemployment.

   The higher unemployment rate for blacks can be attributed in part to the fact that they are often concentrated in the lower paying, lower skilled jobs which are characterized by high turnover and greater incidence of unemployment. Examples of these occupations where the unemployment rate for blacks was above nine percent in 1976 include sales, clerical, nonfarm laborers and service workers (excluding private household). Among major industry groups, unemployment rates ranged from about four percent to 22 percent for both black men and women.

3. Blacks continue to lag behind whites in the proportion holding high-paying, high status jobs.

   In 1977, the proportion of black men and women employed in white-collar jobs (professional, managerial, sales, and clerical occupations) were 22 percent and 44 percent, respectively. The majority (58 percent) of black men were found in blue-collar jobs. More than one-third (37 percent) of black women held jobs as service workers. Black women constituted about 11 percent of all employed women, but held only seven percent of the white-collar positions.

4. The percentage of minority families earning less than $10,000 per year is nearly twice as high as the percentage for white families.

   In 1978, over 24 percent of white families earned less than $10,000 per year. For black families, the number was over 52 percent, and 42 percent for families of Spanish origin.

5. The percentage of unemployed blacks who want jobs is double the percentage of unemployed whites who want jobs.

   In 1976 18 percent of the blacks not in the labor force wanted a job. By contrast, only nine percent of the whites not in the labor force wanted jobs.

6. It takes a college degree for a black family head of household to earn more than a white family head of household with a high school diploma.

   In 1976 the median income for a black family head of household (age 25 and older) with a college degree was $20,733. For a white family head of household, the median income with a high school diploma was $16,311. The median income for a black family head of household with a high school diploma was $11,297.

Key Facts on the Handicapped in the Work Force

1. One in 11 persons is handicapped.

   * Over 11 million Americans 16-64 reported that they had permanent work disabilities in 1970.

   * This is nine percent of all those 16-64
   * By Sex: 10 percent of all men

     8.5 percent of all women

2. The disabled population is considerably older than the general population.

   * 15 percent of the total U.S.A population was 55-64 years old in 1970. More than double that percentage --35 percent--of the handicapped population was between 55-64 years old.
   * For the younger ages--16-34--it's an entirely different story! 47 percent of all the population; only 23 percent of the handicapped population.

3. Disability takes a variety of forms.

   * 26 percent of the disabled had cardiovascular disorders, including heart trouble and high blood pressure.
   * 25 percent had muscular or skeletal conditions, including arthritis, rheumatism and back trouble.
   * 10 percent had mental disorders, including mental retardation and mental illness.
   * 9 percent had respiratory and related disorders, including asthma.
   * 9 percent had disorders of the nervous system, including epilepsy, multiple sclerosis and paralysis.

* 5 percent had digestive disorders.

* 3 percent had diabetes.

* 3 percent had visual impairments.

*10 percent had other and unspecified conditions. (It is estimated that deafness is the nation's most prevalent disability. However, no breakdown for deafness was included in the above profile.)

4. Far fewer of the handicapped than of the general population are employed.

* 42 percent of handicapped adults were employed in 1970 compared with 59 percent of the general population. Handicapped persons not employed include both (a) those ready and willing to work who are seeking work and (b) those who are not officially in the labor force (defined as not working and not looking for work) for a variety of reasons. Some of these reasons have more to do with the physical and attitudinal barriers of society than with the disability of those individuals.

* By sex

58 percent of the handicapped men compared with 76 percent of all men. 25 percent of handicapped women compared with 42 percent of all women.

5. The handicapped people of America have had lower earnings than the nonhandicapped.

Six percent more handicapped than nonhandicapped earnings never got above $2,000 a year in 1970.

And seven percent fewer handicapped than nonhandicapped had earnings that went above $7,000 a year. The difference is more striking for handicapped men alone. Fourteen percent fewer handicapped than nonhandicapped men had earnings of $7,000 a year. The $7,000-a-year barrier seems difficult for the handicapped to cross. Below that amount, they appear to hold their own with the nonhandicapped. But they have difficulty moving ahead to better jobs paying better money.

6. Disabilities limiting work capabilities are more prevalent among minorities than among whites.

   * Nine percent of whites 18-64 reported permanent work disabilities in 1970 (11 percent for men, and eight percent for women).
   * 13 percent of blacks 18-64 reported such disabilities (13 percent for both men and women).
   * 10 percent of persons of Spanish origin reported such disabilities (20 percent for men, and nine percent for women).

7. Handicapped workers have good work attendance records.

   In a sample at DuPont, 79 percent had average or better than average attendance compared with the total company work force. A Bureau of Labor Statistics study found that the disabled worker lost only slightly more time through absenteeism than a nondisabled counterpart, or an average of 3.8 days of lost time per 100 scheduled workdays compared with 3.4

days for the nondisabled worker. The difference amounts to one more day lost per year for each disabled person.

Furthermore, properly placed disabled workers have greater job stability and less turnover than the nondisabled--for unfortunate reasons. The disabled are inclined to stick to their jobs longer because of the difficulty of finding other employment, adequate housing, and specialized medical care.

On the other hand, the satisfaction of holding a job and reaping its rewards in purchasing power and independence take on added importance to a person whose disability has imposed limits on his or her vocational alternatives.

8. Handicapped workers have excellent safety records.

As for accident experience, the record of adequately trained and properly placed disabled workers indicates that they help keep insurance premiums down. According to studies done by the Bureau of Labor Statistics (BLS) in 1948 and, more recently, by Du Pont, disabled workers' safety records are as good as or better than those of the "able bodied."

Du Pont studied 1,452 employees with disabilities, including orthopedic difficulties, blindness, visual impairment, heart

disease, amputation, paralysis, epilepsy, hearing impairment and total deafness. Among these employees were 562 craftsmen; 334 professional, technical, and managerial employees; 233 machine operators; 224 clerical employees; 83 service workers; and 16 laborers. Analysis of their safety records indicated that 96 percent rated average or better both on and off the job and that 51 percent rated above average, 45 percent average, and 4 percent below average. Results of the BLS study matching the performance of 11, 028 severly disabled workers with that of 18,258 nondisabled workers doing the same kind of work emphasized the similarity of the two groups. Injuries sustained on the job were clearly related to job hazards and were not affected by the prior presence of physical disabilities. Furthermore, there were no cases in which a worker's disability contributed to an injury to a fellow worker.

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Vocational Education in Georgia

In a recently completed report on the status of males and females in vocational education in Georgia, a number of conclusions were reached. The following list presents a number of these conclusions which are relevant in this discussion.

1. In the 1979-80 school year, half of all postsecondary vocational courses were classified as being traditionally male or female in composition. The number of courses so designated, however, is beginning to decrease as students begin to expand their career choices.
2. In the 1979-80 school year, more than two-thirds of female post secondary students were enrolled in programs leading to Health Care and Office Occupations, while four-fifths of the male students were enrolled in Technical and Trade and Industrial courses.
3. Male and female students at the postsecondary level have comparable rates of program completion and placement in field.
4. Male postsecondary graduates earn an average of $177 more per month than female vocational graduates.
5. According to major O.E. Codes, only in Homemaking Education do female post secondary students earn higher wages than male students. For all other major areas, males earn higher salaries.
6. Both males and females are served in CETA programs, with female clients being served more often than males. The rate of entry into nontraditional programs at the postsecondary level is higher in Technical, Agricultural and Trade and Industrial programs for CETA students than for non-CETA students while other programs reflect entry levels similar to general enrollment levels.

Reference: 1980, Report on the Status of Males and Females in Vocational Education in Georgia. Vocational Equity, Office of Vocational Education, Georgia Department of Education, 1980.

Chapter III

THE LEGAL CONTEXT OF EQUITY

In recent years there has been an increasing amount of federal legislation designed to increase equality of opportunity in education institutions and agencies. Since the Brown v. Board of Education Supreme Court decision in 1954, the courts, state and federal legislatures, education agencies, and all of society have been trying to identify and eliminate various forms of discrimination and enhance equality in educational oppotunities. Recent affirmative action legislation and the related involvement of federal dollars has been particularly instrumental in the development of state and school system plans to incorporate women into all levels of education.

For the purposes of this paper, a brief review of some of the most important legislation is valuable as a basis for examining the progress which has been and which yet needs to be made in eliminating discrimination based on race, national origin, sex or handicap. These include the following.

Title VI of the Civil Rights Act of 1964

This title prohibits discrimination against students on the basis of race, color, or national origin in programs receiving federal funds. Title VI is the law underlying school desegregation efforts and efforts to provide bilingual instruction or some other method of comprehensible education for students of limited English speaking ability. Any institution or agency receiving federal funds is covered by Title VI. Most education activities of an agency or institution are covered, including activities or programs not in direct receipt of Federal funds.

Title VII of the Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972

Title VII of the Civil Rights Act prohibits discrimination in employment on the basis of race, color, religion, national origin or sex. All institutions or agencies with 15 or more employees including State and local governments and labor organizations are covered under the Act. Title VII prohibits discrimination in most terms and conditions of employment.

Executive Order 11246 as Amended by 11375

These orders prohibit discrimination against employees on the basis of race, color, religion, sex or national origin (including hiring, upgrading, promotion, salaries, fringe benefits, training and all other conditions of employment) in all organizations holding federal contracts or subcontracts of $10,000 or more. All organizations, agencies and institutions holding federal contracts or subcontracts of $50,000 or more are further covered by the Orders requirement for development of a written affirmative action program.

A written affirmative action program must include a utilization analysis of the existing work force (a numerical description of the representation of minorities and women within each job classification) and numerical goals and timetables to increase the utilization of minorities and women where deficiencies exist.

The Equal Pay Act of 1963 as Amended by the Education Amendments of 1972

The Equal Pay Act prohibits sex discrimination in salaries and most fringe benefits. All employees of education institutions and agencies,

including those in professional, executive, and administrative positions, are covered. The Act provides that a man and a woman working for the same employer under similar conditions in jobs requiring substantially equivalent skills, effort and responsibility must be paid equally even when job titles and assignment are not identical.

Title IX of the 1972 Education Amendments

Title IX prohibits discrimination on the basis of sex against students and employees of education programs and activities receiving federal funds. Nearly all elementary, secondary and postsecondary institutions are covered under this legislation. Title IX states that

> No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

As previously mentioned, Title IX was completed in 1972, its purpose being to prohibit sex discrimination against students and employees in educational programs and activities. The Guidelines for Title IX were not published until 1975 and it is, therefore, the relatively short time since the publication of the guidelines that the impact of Title IX has been felt. The guidelines bear acquaintance as they bring with them the power of enforcement. They also extend to all areas of academic life--students, employment and institutions. Virtually every college, university, elementary and secondary school and preschool is covered by some portion of law, although Congress has exempted military schools and religious schools to the extent that the provisions would be inconsistent with the basic religious beliefs of the school.

Rehabilitation Act of 1973, Section 504, (PL 93-112)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of Handicap in employment, educational programs, social services and physical accessibility in any program receiving federal financial assistance.

Handicapped persons means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

Qualified handicapped person means (with respect to employment) a handicapped person who, with reasonable accomodation, can perform the essential functions of the job in question. Employers may not refuse to hire or promote handicapped persons solely because of their disability. Recipients will provide reasonable accomodations for handicapped employees, not use employment criteria which discriminate on the basis of handicap, not make preemployment inquiries to use if a candidate if handicapped not discriminate in employee compensation, benefits or promotions on the basis of a handicap, not classify a job for handicapped or nonhandicapped and not discriminate with fringe benefits on the basis of handicap.

No handicapped person shall be subjected to discrimination because of inaccessible or unusable facilities. Programs when viewed in entirety must be accessible to handicapped person. This law does not require a recipient to make each of its existing facilities or every part of a facility accessible to and usable by handicapped persons.

No handicapped person shall be subjected to discrimination in preschool, elementary and secondary educational programs that receive or benefit from federal financial assistance. These programs must offer a free appropriate public education that insures suitable evaluation measures and placement in the least restrictive environment with all due process procedures followed.

Vocational programs, adult education classes and colleges and universities receiving federal financial assistance shall not discriminate against the handicapped in admission and recruitment, treatment of students, academic adjustments, housing, financial assistance to students and nonacademic services.

Title II of the Education Amendments of 1976:

A Summary of the Sex Equity Positions

Requirements for Administration of State and Local Vocational Education Program

There are five major administrative requirements for state vocational education programs relative to overcoming sex discrimination and sex stereotyping in vocational education, one of which extends to local programs. They include the following.

1. Designating full-time personnel to eliminate sex bias and discrimination in vocational education programs

   All states receiving federal vocational education monies must designate personnel to work full-time with the state board of vocational education in furnishing equal educational opportunities in vocational education programs to persons of both

sexes and eliminating sex discrimination and sex stereotyping from all vocational education programs. The functions of the person or persons designated include

* taking action to create awareness of programs and activities designed to reduce sex bias and sex stereotyping in vocational education.
* gathering, analyzing and disseminating data on the status of men and women students and employees in vocational education programs of the state.
* developing and supporting actions to correct problems identified in the process of these data-gathering, reviewing, and monitoring activities, including increasing awareness of the Title IX complaint process.
* reviewing the distribution of vocational education grants made by the state to ensure that the needs of women are addressed in all projects funded.
* reviewing all vocational education programs in the state for sex bias.
* monitoring the implementation of laws prohibiting sex discrimination in employment within state vocational education programs.
* assisting local education agencies and other interested groups in the state in improving vocational education opportunities for women.
* making available to the general public and to specified state and federal agencies the information related to the existence of the procedures and plans for overcoming sex bias in vocational education.
* reviewing the self-evaluations required by Title IX.
* reviewing the state's five-year and annual program plans and submitting recommendations related to the overcoming of sex bias and discrimination in vocational education.

All states are required to expend at least $50,000 from their basic grant funds to support the personnel working to carry out these functions.

2. Representing women's concerns on the state and local advisory councils for vocational education.

All states are required to include on their advisory councils for vocational education representatives who are "women with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the special experiences and problems of sex discrimination in job training, and employment, and of sex stereotyping in vocational education, including women who are members of miniority groups having special knowledge of the problems of discrimination in job training and employment against women in minority groups."

Local agencies and institutions are required to have an advisory council which has an "appropriate representatation of both sexes and appropriate representations of the racial and ethnic minorities found in the program area, schools, community, or region which the local advisory council serves."

3. Inclusion in state five-year plans for vocational education of policies to eradicate sex discrimination.

Each state must include in its five-year plan for vocational education a detailed description of the policies it will follow to ensure equal access to vocational education programs by both women and men. Each description must include a statement of actions which will be taken to overcome sex discrimination and sex stereotyping in all state and local vocational education programs and a description of incentives adopted by the state

for local education agencies and institutions of vocational education to encourage enrollment by students in courses which are not traditional for their sex and to develop model programs to reduce sex stereotyping in training for and placement in all occupations.

Each state must also set forth in its five-year plan a program to meet the needs of homemakers who must seek employment after separation or divorce, single heads of households who lack adequate job skills and persons who wish to seek employment in areas which are nontraditional for their sex.

4. Review of annual program plans for compliance with state policies regarding eradication of sex discrimination

Every state must, in its annual program plan, provide information regarding the compliance of this plan with the provisions of the five-year plan related to equal access to vocational education programs by women and men.

5. Evaluation of vocational education programs for service to women

Each state board of vocational education is required, during the five-year period of the state plan, to evaluate each vocational education program or project supported by federal, state and local funds. Among the items to be evaluated are the services provided to women as one of several special populations.

State Use of Federal Vocational Education Funds

The provisions of the Education Amendments regarding state use of federal vocational education funds will significantly affect state funding

of various vocational education programs at the local level. These provisions distinguish between those programs for which states must expend funds and those program areas in which they have various options.

Under their basic grants states must expend funds to support the following category of services.

*Vocational education programs for displaced homemakers and other special groups

States must use funds under their basic grants, in accordance with approved five-year and annual program plans, to provide vocational education services for

- persons who have been homemakers but who are seeking employment as a result of separation or divorce,
- single heads of households who lack adequate job skills and
- persons (female or male) who are in jobs which have been traditionally considered appropriate for their sex and who wish to seek jobs in areas which have not been traditionally considered appropriate for persons of their sex

These programs must include

- organized educational programs to prepare persons in these special groups for employment,
- special courses preparing these persons in ways to seek employment and
- placement services for graduates of these special programs.

States may use funds under their basic grants for the following services.

*Support services for women

States may use funds under their basic grants to provide support services for women entering vocational education programs designed to prepare persons for jobs which have been traditionally limited to men.

Among the services which might be provided (when included in an approved five-year or annual program plan) are

- Counseling--counseling women entering or enrolled in nontraditional programs on the nature of the programs and the difficulties which may be encountered by women; furnishing supportive services to assist students in adjusting to the new employment requirements

- Job development--providing materials and information to women regarding the opportunities available in nontraditional fields; providing women students opportunities to visit work places to observe work and work settings in jobs in nontraditional fields; bringing persons employed in fields which are not traditional for women into the schools to provide women students with information regarding the nature of work in these fields

- Job follow-up support--assisting women students in finding employment relevant to their training and interests; assisting students in the work force to deal with barriers experienced by women working in nontraditional areas

- Increasing the number of women instructors in nontraditional fields--increasing the number of women instructors working in programs which have traditionally enrolled predominatly males, in order to provide supportive examples to women who are preparing for jobs related to these nontraditional programs

* Day Care services for children of students

States may also use funds under their basic grants (when this use is specified in approved five-year and annual program plans) to provide day care services for students, including both females and males and single parents, in secondary and postsecondary vocational education programs.

Under the program inprovement and supportive services section of their grant, states may provide the following services.

* Use of program improvement funds to overcome sex stereotyping

States may use federal funds allocated for program improvement activities to support programs which are directed toward overcoming

sex stereotyping in vocational education. Programs related to sex stereotyping must be funded in any of the three basic categories of program improvement services

- Research--funds may be used for developing new curriculum materials for reviewing and revising curricula to eliminate stereotypes based on sex, race, or national origin

- Exemplary and innovative programs--states must give priority in the awarding of funds for exemplary and innovative projects to those which are designed to reduce sex stereotyping in vocational education

- Curriculum development--funds may be used for the development and dissemination of curriculum, guidance, and testing materials designed to overcome sex bias in vocational education programs and for support services to assist teachers in meeting the needs of students enrolled in vocational education programs which have been traditionally limited to memebers of the opposite sex

* Vocational guidance and counseling

Funds made available to states for program improvement and support services may be used to support several vocational guidance activities which can provide supportive services to women or contribute to the eradication of sex stereotyping in vocational education. Among these programs which may be funded are

- training programs which are designed to provide counseling and guidance personnel with information regarding

  --the changing work patterns of women
  --ways of overcoming occupational sex stereotyping
  --ways of assisting girls and women in selecting careers solely on the basis of their occupational needs and interests

- vocational resource centers designed to meet the vocational guidance and counseling needs of special populations including persons entering or reentering the job market late in life (a significant proportion of these persons are likely to be women)

* Vocational education personnel training

Funds made available to the state for program improvement and

supportive services may be used for inservice training to assist vocational education teachers and other staff members to overcome sex bias in vocational education programs.

* Grants to overcome sex bias

States may use funds allocated for program improvement and supportive services to award grants to projects designed to overcome sex bias in vocational education. Awards are to be made in accordance with approved five-year and annual program plans; they may be made to support such projects as

- research on ways to overcome sex bias and sex stereotyping in vocational education
- development of curriculum materials free of sex stereotyping
- development of criteria for the review of curriculum materials for sex stereotyping
- examination of existing curriculum materials for sex stereotyping
- training to assist counselors, administrators, and teachers in ways of overcoming sex bias and assisting girls and women in selecting careers

States must use funds allotted to them in separate authorization for the following.

* Consumer and homemaking education

States must use funds allocated for programs of consumer and homemaking education to support programs with

- encourage both females and males to prepare for combining the roles of homemakers and wage earners
- encourage the elimination of sex stereotyping by promoting the development of curriculum materials which deal with
  - --increased numbers of women working outside the home
  - --increased numbers of men assuming homemaking responsibility
  - --changing career patterns of men and women

--federal and state laws relating to equal educational and employment opportunities

- prepare females and males who have entered or are preparing to enter into the work of the home

Requirements for National Vocational Education Programs

The last set of provisions of the amendments relating to overcoming sex bias in vocational education pertains to national vocational education programs. These provisions specify that

* a national study of sex bias in vocational education will be conducted by the Commissioner of Education and submitted to Congress by October 1978.

* a system for reporting information on vocational education students including information on their race and sex must be in operation by October 1978. All states will be responsible for submitting relevant data for this system on a yearly basis.

* the National Advisory Council on Vocational Education must include in its membership minority and nonminority females and males with knowledge of women's issues and concerns.

* five percent of the funds appropriated for federal vocational education programs are reserved for use by the Commissioner of Education for programs of national significance, some of which may be programs to overcome sex bias in vocational education.

Vocational Guidelines Summary

The function of the guidelines is stated in the initial summary.

> These guidelines explain the civil rights responsibilities of recipients of Federal funds offering or administering vocational education programs. They derive from and provide guidance supplementary to Title VI of the Civil Rights Act of 1964 and the implementing departmental regulation (45 CCF Part 80), Title IX of the Education Amendments of 1972 and the implementing departmental regulation (45 CFR Part 86), and Section 504 of the Rehabilitation Act of 1973 and the implementing departmental regulation (45 CFR Part 84).

The structure of the guidelines and a brief description of each part follow.

Supplementary Information

A. Legal Basis for the Guidelines

A brief description of each of the statutes from which the obligations in the guidelines derive and a brief history of the Adams court orders which included a requirement for the issuance of guidelines.

B. Factual Basis for the Guidelines

A brief description of the types of violations found in compliance reviews and the statistical disparities in student distribution within vocational education which provide further motivation for issuing the guidelines.

C. Scope of Guidelines

A reminder that the areas outlined in Section B (above) and in Sections III-VIII of the guidelines are not comprehensive and that other obligations generated by Titles VI and IX and Section 504 remain binding. A note to the effect that Section III on funding allocation must be read in conjunction with the Vocational Education Act and its regulations.

D. State Agency Responsibilities

A narrative summary of the Section II responsibilities assigned to state agencies and clarification of the role of the state agency in carrying out existing civil rights responsibilities. A statement that civil rights compliance is not the exclusive responsibility of OCR but must include BOAE and state agencies.

The Substance of the Guidelines

I. SCOPE AND COVERAGE

A. Application of Guidelines

Recipients of federal financial assistance from DHEW offering or administering programs of vocational education or training, including state agency recipients, are covered.

B. Definition of Recipient

Utilizes the definitions from each of the implementing regulations: Title VI, IX and Section 504.

C. Examples of Recipients Covered by these Guidelines

Provides examples of six types of agencies which, when they offer vocational education services, are considered to be recipients under the guidelines.

D. Examples of Schools to Which these Guidelines Apply

Provides examples of the types of schools to which the guidelines apply, including junior high, middle, comprehensive high schools, vocational and technical schools, junior, community and four-year colleges, when those schools offer vocational education instruction and/or related services.

II. RESPONSIBILITIES ASSIGNED ONLY TO STATE AGENCY RECIPIENTS

Three sub sections in Section II describe the special responsibilities of State agency recipients. The following charts set out II-A and II-B responsibilities with examples of actions prohibited or mandated by those responsibilities. II-C is summarized separately.

A. Responsibilities of all State Agency Recipients

Overall obligation: In addition to complying with all other provisions of the guidelines relevant to them, state agency recipients may not require, approve of, or engage in any discrimination on the basis of race, color, national origin, sex or handicap in the following four activities.

Activity	Example
1. Establishment of criteria or formulas for distribution of federal or state funds to vocational education programs in the tate.	1. Where some local recipients enroll greater proportions of minorities then the statewide proportion of minority students in vocational education, a funding formula that results in such local recipients receiving per-pupil allocations lower than the statewide average per-pupil allocation will be presumed unlawfully discriminatory.
2. Establishment of requirements for admission to or requirements for administration of vocational education programs.	2. Where the state agency runs its own school, and/or where it is involved in establishing admissions criteria for subrecipients, it may not utilize residence requirements, feeder-school numerical limitations, or evaluation or test criteria, that have a disproportionate impact on protected group students.
3. Approval of action by local entities providing vocational education.	3. If any state agency reviews a vocational education agency decision to change a geographic service area, or create a new one, it must ensure compliance with the guidelines (Section IV in particular), evaluate any potential discriminatory impact of the choice, and guard against such impact.
4. Conducting its own programs.	4. In making employment decisions relative to its own staff, a state agency recipient may not discriminate on the basis of handicapping condition. According to DHEW's current interpretation of it authority under Title VI and Title IX, recipients may not engage in employment practices that discriminate on the basis of race, color, national origin or sex if such

discrimination has a discriminatory impact on students. Under Title IX, recipients may not engage in discriminatory employment practices where federal funding is specifically provided for employment. Under these conditions, the recipient must ensure that the employment criteria its uses does not have a discriminatory effect.

B. State Agencies Performing Oversight Responsibilities

Overall obligation: The state agency responsible for the administration of vocational education programs, must adopt a compliance program to prevent, identity and remedy discrimination on the basis of race, color, national origin, sex or handicap by its subrecipients. (A "subrecipient" in this context, is a local agency or vocational education center that receives financial assistance through a State agency.) This compliance program must include:

Compliance Responsibilities	Example
1. Collecting and analyzing civil rights related data and information that subrecipients compile for their own purposes or that are submitted to state and federal officials under existing authorities.	1. State agencies should have a procedure for collecting and analyzing civil rights related data (program enrollment by protected group category, for instance) so that it can identify patterns that suggest a disparate treatment of, or disproportionate impact on, protected group members.
2. Conducting periodic compliance reviews of selected subrecipients (i.e., an investigation of a subrecipient to determine whether it engages in unlawful discrimination in any aspect of its program); upon finding unlawful discrimination, notifying the subrecipient of steps it must take to attain compliance and attempting to obtain voluntary compliance.	2. In accordance with the Memorandum of Procedure, state agency recipients must investigate selected subrecipients when data on that subrecipient, collected and analyzed under the II B1 responsibility, indicates disproportionate outcomes in enrollment that is potentially discriminatory. If it finds unlawful discrimination, it must help the subrecipient attain compliance.

Compliance Responsibilities	Example
3. Providing technical assistance upon request to subrecipients. This includes assisting subrecipiets identify unlawful discrimination and instructing them in remedies for and prevention of such discrimination.	3. If a subrecipient, whether or not it is investigated for compliance under II B2, requests aid in analyzing its enrollment patterns for discriminatory effect, or requests aid in remedying or preventing such discriminatory effects, the State agency must be prepared to assist.
4. Periodically reporting its activities under the foregoing paragraphs, including findings of unlawful discrimination under paragraph 2, immediately above, to the Office for Civil Rights.	4. In accordance with the Memorandum of Procedures, the state agency has an affirmative obligation to report its compliance activities and findings to the Office for Civil Rights.

State agencies are not required to terminate or defer assistance to any subrecipient. Nor are they required to conduct hearings. The responsibilities of the Office for Civil Rights to collect and analyze data, to conduct compliance reviews, to investigate complaints and to provide technical assistance are not diminished or attenuated by the requirements of Section II of the Guidelines.

C. Statement of Procedures and Practices

In order to establish a viable method for carrying out II-A and II-B responsibilities, state agency recipients with oversight responsibilities must develop and submit to the Office for Civil Rights the methods of administration and related procedures it will use in implementing those responsibilities by March 21, 1980.

SECTIONS III-VIII outline and develop the substantive issue areas initially identified in Part B: Factual Basis for the Guidelines. Each of Sections III-VIII list some recipient responsibilities, give examples of particular prohibited behavior, and/or suggest the likely remedial approach OCR might use to resolve a situation resulting from unlawful discrimination. These substantive issue areas are

III. Distribution of Federal Financial Assistance and Other Funds for Vocational Education

IV. Access and Admission of Students to Vocational Education Programs

V. Counseling and Prevocational Programs

VI. Equal Opportunity in the Vocational Education Instructional Setting

VII. Work Study, Cooperative Vocational Education Programs, Work-Study Programs and Job Placement Programs

VIII. Employment of Faculty and Staff

IX. Proprietary Vocational Education Schools

Section IX moves away from defining substantive issue areas and addresses the coverage and enforcement of a different type of recipient, proprietary schools. The particular responsibilities and differences in enforcement procedures are outlined for those proprietary vocational education schools which are recipients of federal financial assistance directly or through federal student assistance programs.

Comments and Recommendations

The remainder of the text of the guidelines summarizes and responds to comments received in response to publication of the proposed Guidelines. The responses are part of the guidelines and help clarify the substantive and procedural requirements therein. The suggestions which were adopted and incorporated in the guidelines and the manner in which any section was changed are described.

Chapter IV

ASSESSMENT INSTRUMENTS

COUNSELING FOR SEX EQUITY: AN INTRODUCTORY ASSESSMENT

1. Within your instituiton what types or examples of differential treatment of female and male students or employees can you identify in counseling practices or employment practices relating to counseling staff?

2. What types of actions/projects/steps have you, your department or the institution taken to implement Title IX and/or to reduct sex discrimination or bias in counseling-related activities?

3. What, in your opinion, are the primary barriers to changes for sex equity?

   -within the counseling staff/development?

   -within the attitudes and behaviors of students?

   -within institutional policies and practices?

4. What have you found (or do you expect to find) most difficult in implementing Title IX and/or working to eliminate barriers to sex equity?

5. What do you think will be the most important results or outcomes of efforts to implement Title IX and to attain sex equity in your counseling programs?

Reference: McCune, S. and Matthews, M. (Eds.) Implementing Title IX and Attaining Sex Equity: The Counselor's Role, 1978.

ASSESSING SEX EQUITY IN COUNSELING AND GUIDANCE PROGRAMS

Listed below you will find 22 scales which describe components of counseling and counseling programs which may assist the achievement of sex equity in counseling programs. The scales are designed to contrast a status quo approach to achieving sex equity in counseling and counseling programs to a more action-oriented approach toward achieving sex equity.

Please read each item and then check (✓) the point on the scale where you think that your counseling or the counseling programs of your schools would fit.

A. Individual Counseling

	1	2	3	4	5
1.	The possible influence of sex stereotyping is seldom raised with clients				Clients are encouraged to clarify their values with respect to sex-role stereotypes
2.	Clients career interests are accepted without further exploration				Clients are encouraged to explore nontraditional career options
3.	Counseling sessions deal primarily with understanding available options and assisting the client in the selection of options				Counseling sessions include consideration of possible conflicts and problems that may be apparent when entering a traditional or nontraditional career
4.	Nontraditional career, academic or personal choices are discouraged or passively accepted by the counselor				Nontraditional career, academic or personal choices are supported and reinforced by the counselor
5.	Counseling of students into nontraditional careers or activities is done with the knowledge that it is probable that "only the exceptional" person will be able to achieve nontraditional goals				Counseling of students into nontraditional careers or activities is done with the knowledge that the opportunity system is changing and that greater diversity of individual life styles is likely to be realized in all sectors of our society

*Adapted from materials contained in Sex Fairness in Career Guidance, by Linda B. Stebbins, Nancy L. Ames, Ilana Rhodes, published by Abt Associates, Cambridge, Massachusetts, 1975.

6. 1 2 3 4 5

Student placements are made on an individual basis with no checking to ensure that female and male students are placed in a variety of settings

Student placements are examined carefully to ensure that both females and males are placed in a variety of settings, traditional and nontraditional

B. Group Counseling

7. 1 2 3 4 5

Group counseling sessions dealing with sex stereotyping or bias are seldom provided for students

Group counseling sessions are conducted in which sex-role stereotyping and its effects on career and personal choices are discussed with students

8. 1 2 3 4 5

Parents are not included in group counseling or group information sessions which are directed toward assisting their understanding of sex stereotyping in career decisions of students

Group counseling and information sessions are provided for parents which are directed toward assisting their understanding of sex stereotyping in career choices of students

C. Information Services

9. 1 2 3 4 5

Career guidance materials have not been reviewed for potential sex bias

Career guidance materials have been reviewed for potential sex bias

10. 1 2 3 4 5

Little attempt has been made to locate and obtain materials that increase the career and personal options of students

An attempt has been made to locate and obtain materials that increase the career and personal options of students

11. 1 2 3 4 5

Counseling staff is not familiar with equal opportunity laws and their application in education and employment

Counseling staff is familiar with equal opportunity laws and their application in education and employment

12. 1 — Counseling staff does not provide students with information regarding their rights to nondiscrimination and the procedures available for utilizing and remediating

2 3 4

5 — Counseling staff provides students information regarding their rights to nondiscrimination in education and employment and the formal and informal methods of utilizing the laws and procedures provided by such procedures

13. 1 — Counseling staff does not assist in monitoring equal opportunity efforts or in ensuring that equal opportunity laws are implemented in education and employment

2 3 4

5 — Counseling staff assists with the monitoring of equal opportunity efforts and in ensuring that equal opportunity laws are implemented in education and employment

14. 1 — Counseling staff have not made an effort to identify support services provided by other groups in the community which could assist persons in achieving nontraditional goals (e.g., information services, placement services, day care services, educational programs, etc.)

2 3 4

5 — Counseling staff have made an effort to identify support services provided by other groups in the community which could assist persons in achieving nontraditional goals and made such information available to clients

D. Career Education and Vocational Education

15. 1 — No efforts have been made to ensure that career education courses and vocational education are designed to teach sex fairness in career choices--i.e., that all choices are available to females and males, not just those traditionally associated with one's gender

2 3 4

5 — Efforts have been made to ensure that career education and vocational education courses are designed to teach sex fairness in career choices--i.e., that all choices are available to females and males, not just those traditionally associated with one's gender

16. 1 — Student placements are made on an individual basis with no checking to ensure that female and male students are placed in a variety of settings

2 3 4

5 — Student placements are examined carefully to ensure that both females and males are placed in a variety of settings, traditional and nontraditional

17.

1	2	3	4	5
No effort has been made to ensure that textbooks and other curriculum materials have been reviewed for sex fairness				Efforts have been made to ensure that textbooks and other curriculum materials have been reviewed for sex fairness

18.

1	2	3	4	5
No effort has been made to ensure that staffing policies provide students with role models for both sexes				Effort has been made to ensure that staffing policies provide students with role models of both sexes

19.

1	2	3	4	5
Students are assigned to work experiences on the basis of their interests and the sex preferences of employers				Students are required to observe or be involved in work experiential activities in nontraditional work settings

E. Staff Development and Follow-up

20.

1	2	3	4	5
Counselors have little or no contact with other staff regarding the need for sex fairness in education and employment				Counselors work with other staff to assist them in understanding the need for sex equity and the methods for achieving sex equity in education programs

21.

1	2	3	4	5
Counselors are generally not aware of current research on sex role stereotyping and its effects on women and men				Counselors are knowledgeable about current research on sex-role stereotyping and its effects on women and men

22.

1	2	3	4	5
Counselors seldom follow-up effort to assess the implementation of and satisfaction with career academic and personal choices				Counselors follow up students to assess the implementation of and satisfaction with career academic and personal choices.

Checklist for Fair Life/Career Planning Materials

Before beginning to offer services to nontraditional students, the counselor must assess the materials available for use in counseling settings. The following checklist presents some questions which should be answered. Every effort must be made to eliminate problems in counseling materials, including the possibilities of replacement or total discard of some items.

The following checklist provides a series of questions to be considered in evaluating sex fairness in life/career-planning materials. In considering your counseling materials, indicate your judgment as to their fairness.

	YES	NO	N/A
1. Do the illustrations show men in traditional masculine careers and/or women in traditional feminine careers?	___	___	___
2. Do the illustrations show women predominantly as helpers, and/or men as leaders or figures of authority?	___	___	___
3. Do the illustrations show women mainly in passive postures (such as watching, sitting, or waiting) and/or men in active postures?	___	___	___
4. Do the illustrations in general show women as smiling and pleasant?	___	___	___
5. Do the illustrations in general show men as serious and thoughtful?	___	___	___
6. In careers traditionally considered as "masculine," is the female figure shown less frequently as the career representative than the male figure?	___	___	___
7. Is the generic "he" used for traditional male occupations, and/or the generic "she" for traditional female occupations?	___	___	___
8. Are women encouraged to consider traditional female roles and/or men encouraged to consider traditional male roles?	___	___	___

9. If occupational titles are used, are they sex biased; for example, "fireman" rather than "firefighter," or "mailman" rather than "postal carrier?" ___ ___ ___

10. Is there evidence of tokenism? For example, one or two striking examples of equal sex treatment may be presented, but the material overall may be dominated by male role models and/or sexist language. ___ ___ ___

11. If references exist to family responsibility, are there sexist expectations? Is it assumed, for example, that it's woman's basic responsibility to raise and care for a family? Is it assumed that man's basic responsibility is to be the economic provider? ___ ___ ___

12. If references are made to appearance, physical qualities or personality traits as being significant factors related to success, are they sex or race biased? For example, is being a nurturant person related to being a successful nurse? ___ ___ ___

13. Is there evidence of sexist language, such as using "man" or "mankind" rather than "people" or "persons"--and using forms of the masculine pronoun (he, his, etc.) to refer to people in general? ___ ___ ___

14. If the setting of the illustrations is outdoors, are men predominantly featured in the outdoor setting? ___ ___ ___

15. Are handicapped individuals presented in a variety of careers? Do the handicaps vary in type? ___ ___ ___

16. Are the materials racially integrated through pictures and/or written examples? ___ ___ ___

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	YES	NO	N/A
17. Are racial and ethnic minorities presented in a variety of careers, including careers in such areas as health, technical and computer programs which have tremendous growth potential?	___	___	___

Adapted from:

Materials by Jan Birk for Title IX Equity Workshops Project and Women on Words and Images, Help Wanted: Sexism in Career Education Materials (New York: Educational Products Information Exchange, 1975).

A Checklist for Assessing Policies and Practices Regarding Handicapped Students

This checklist is intended to assist recruitment and admissions personnel in reviewing institutional policies and practices regarding handicapped applicants.

- ☐ If any limits were placed on the number of handicapped students who could be admitted, has that limit been removed?
- ☐ Have all recruitment procedures been reviewed for possible discriminatory activities?
- ☐ Do recruitment activities reach the handicapped as effectively as they reach those who are not handicapped?
- ☐ Are all recruitment activities held in accessible facilities?
- ☐ Have all staff, students and alumni who participate in recruitment activities been informed of nondiscrimination requirements?
- ☐ Is a nondiscrimination statement included in all publications related to recruitment and admissions (forms, advertisements, catalogs, handbooks, brochures)?
- ☐ Are all available services for handicapped students listed in the appropriate places in campus publications?
- ☐ Have all publications and media releases been checked for material that discriminates against handicapped students and has such material been removed?

☐ Do all application forms include a nondiscrimination statement?

☐ Have all questions about handicaps been removed from preadmission inquiries?

☐ Have all health and other forms been cleared of questions that solicit information that could reveal a handicap?

☐ In postadmission inquiries, is it made clear that providing information concerning a handicap is voluntary and will be kept confidential?

☐ Have all admission procedures been removed which were unique to handicapped applicants and not required of other applicants? (This does not include provision of services, such as interpreters for deaf students, which would allow them to participate in activities readily available to other students.)

☐ Do all requests for recommendations contain a statement that information about a handicapping condition is not requested?

☐ If interviews are required, is the interview format free of questions that would require students to reveal information about a handicap?

☐ Has the interviewer been told not to record information about a handicap that may be obvious during a face-to-face interview?

☐ If tests are required for admission, has information been made available to all applicants concerning special testing arrangements for handicapped persons?

- [ ] Is information provided to handicapped students regarding financial assistance opportunities?

- [ ] Are all registration services provided in an integrated setting and with the necessary services required by handicapped students?

- [ ] Are all orientation services provided in an integrated setting and with the necessary services required by handicapped students?

- [ ] Are all registration areas accessible by wheelchair? If not, have provisions been made to conduct registration for students in wheelchairs in an accessible location?

- [ ] Are services available to handicapped students to assure equal access to registration--for example, interpreters, readers, accessible facilities, assistants?

- [ ] Has a decision been made and implemented about the establishment of grievance procedures?

- [ ] Has an advisory committee been appointed, with handicapped students and/or staff as part of its membership, and has it been asked for advice and counsel on requirements and suggestions for working with handicapped students?

Chapter V

RECRUITMENT AND ORIENTATION STRATEGIES

Recruitment

Even though federal legislation has removed admission barriers to the enrollment of nontraditional students in vocational education, enrollment figures indicate the need to recruit students into nontraditional vocational education areas. Recent projects have been conducted which focus on this kind of recruitment at both the secondary and postsecondary levels. Consequently, a variety of recruitment strategies now exists to use in countering some of the socialization patterns which prevent individuals from acquiring the job training that would do them the most good.

To some extent, the variety stems from different needs posed by different target audiences. Implementing a variety of recruitment strategies has proven advisable. The pressure to conform from socialization is apparently so great that a combination of strategies applied and adapted over time is necessary to effect any appreciable change in enrollment.

Other lessons have been learned about recruiting students into nontraditional courses of study. Where high school women are concerned, the staff of the Career Exploration Project for High School Senior Women (directed by Walter S. Smith of the Emily Taylor Resource and Career Center for Women, University of Kansas) discovered that stressing barriers to nontraditional careers and ways to overcome them was counterproductive. Based on this discovery, project staff revised materials and activities to pay more attention to self-awareness in the young women and the presentation of positive role models.

The power of the press and the written word in the diffusion of an idea is overwhelming. Furthermore, reaction to media exposures makes the telephone indispensable to this method of recruitment. Many programs have selected a multimedia approach because of research suggesting that different communication channels play different roles at various stages in the diffusion and acceptance of ideas. In addition to using a multimedia recruitment design, this project recognized the need to treat recruitment as a process requiring a sequential use of strategies. Two phases have often been involved in a sequential design--(1) awareness and (2) implementation. The following is a brief description of the sequence.

> During both phases, mass media and interpersonal communication channels were employed to maximize the potential they offered in combination . . . the mass media were primarily used to disseminate the message to a large audience rapidly, and the interpersonal channels were used in the persuasion function to provide feedback and reinforcement . . . . While efforts in the implementation phase were still leveled at the knowledge function, they were, however, increasingly devoted to the persuasion function in order to facilitate individual decisions to enroll in the program.

Several advantages to this sequence were realized. Impersonal mass media reached a large audience rapidly, spread information over a wide base, and led to change in some attitudes. The interpersonal channels were effective in challenging and changing strongly held attitudes because of the opportunity to (1) provide instant feedback and (2) address

a human tendency to accept only those messages which the consistent with one's existing attitudes and beliefs.

The information base provided by these projects should help in considering the variety of strategies that follow. At all times the large audience must be kept in mind as well as the local situation. With the exception of the first strategy, no particular sequence is intended by the order shown. Why not? Because the most effective sequence will be designed with the particular needs of a local situation in mind. Also, the most effective sequence is likely to change from year to year as inroads are made on the recruitment problem. A common obstacle in encouraging the recruitment of nontraditional students is often found among school personnel. The problem is one of defensiveness about the programs offered and the policies which regulate those programs. The problem is also one of denial that inequality exists. It may be helpful to note this remark in Toward Equality, a collection of equity strategies compiled by the Dallas Independent School District.

Failure to acknowledge the fact that schools do not treat all students alike is both self-deceptive and nonproductive. Inequalities exist in all schools. An honest look at color and gender limitations in our schools can sensitize us to the inequalities which exist and can enable us to take action toward improving education for all students. (p. 9)

Sexist Language

Another concern which must be faced by school personnel in all activities with students is that of language. It is imperative that language in all written materials be free of bias. It is also imperative

that verbal communication by all school personnel be free of bias. To facilitate this process, guidelines for the elimination of sexist language are included on page 83 of this chapter.

Career Interest Inventories

One of the major requirements of Title IX with direct application to the recruitment of students into nontraditional programs concerns the use of testing instruments. Specifically, institutions cannot use instruments which require differential treatment of results on the basis of sex, which are based on separate classifications of occupations for females and males, or which use gender specific titles.

There are two basic types of career interest inventories. The major differences between the two types are summarized in this chart.

Occupational Inventories	Basic Interest Inventories
Clients' interests are compared with interests of individuals employed in specific occupations	Clients' interests are compared with interests of an average group of people
Scales are based on external criteria (i.e., the interests of the occupational groups)	Scales are based on internal criteria (i.e., the theoretical or empirical relationships among the items)
Items in scale are heterogeneous	Items in scale are homogeneous
Inventories are designed to have predictive validity	Inventories are designed to have construct validity

Some of the most widely used inventories include:

* Occupational inventories

  Kuder Occupational Interest Survey Form DD (Kuder, 1971)

  Strong-Campbell Interest Inventory (Campbell, 1974)

  Strong Vocational Interest Blank (Campbell, 1971)

* Basic interest inventories

  ACT Interest Inventory (American College Testing Program, 2974)

Kuder General Interest Survey Form E (Kuder, 1971)

Ohio Vocational Interest Survey (D'Casta, Weinefordner, Odgers and Koons, 1970)

Self Directed Search (Holland, 1971)

Although career interest inventories are designed to help individuals obtain a systematic, long range view of their future, they can restrict individual choices rather than expand them. This can occur because

* the student is influenced by years of socialization experiences which lead to a self-imposed restriction of options (e.g., the student wants to select teaching as a career because it's a good women's profession and compatible with marriage and family);
* the inventory itself offers limited options;
* the inventory is improperly administered or interpreted.
* Only when the student is sufficiently open to consideration of available options, when the inventory provided does not limit options, and when the inventory is administered and interpreted properly, can unbiased results be obtained.
* There has been a great deal of progress in recent years in reducing bias in career guidance inventories. Problems do reamin, however, in many of the commonly used materials which are available today. It is a counseling task to recognize sex bias and to take those steps which can minimize the potential influence of sex bias on inventory results.

There are a number of ways one can minimize the effect of sex bias in career interest inventories. The recommendations were developed by the bias and sex fairness in career interest inventories.

Administering the Inventory

1. Use inventories as part of a total career guidance program.

2. Use a combined inventory form.

Reporting Inventory Results

3. Report scores based on both female and male scales.

   a. Focus on same-sex scales.
   b. Focus on pattern, not level of scores on opposite-sex scales.
   c. Avoid spurious scores on opposite-sex scales.

4. Report scores based on both female and male norm groups.

5. Fill in the appropriate sex code.

6. Report scores based on special norm groups.

Interpreting Inventory Results

7. Identify broad interest areas.

8. Identify all occupations within a broad interest area.

9. Orient clients to the potential influence of sex bias on inventory results.

10. Interpret results for special groups carefully.

11. Use all available information

12. Stimulate exploration.

*Recommendations developed by Linda B. Stebbins, Nancy L. Ames, and Illana Rhodes, Sex-Fairness in Career Guidance. Cambridge, Massachusetts: Abt Associates, 1975.

Once a self-evaulation of current practices has been completed, an institution or program can begin to look at ways in which nontraditional students can be recruited into programs. Four main areas of concentration are high school outreach recruitment efforts, returning adult recruitment efforts, a orientation for the community at large and general considerations. Suggestions for each area are presented, with some specific examples provided at the end of the chapter.

High School Recruitment Strategies

Effective recruiting for nontraditional vocational programs requires that vocational educators work with both personnel and students of other schools in their system or district.

Vocational educators should work with those schools from which prospective vocational students may be coming, as well as those schools to which their vocational graduates may be heading.

Work with the "feeder" schools in the system - the schools from which students will be coming - is essential to an effective recruiting program. Vocational educators must ensure that feeder schools are doing everything possible to prepare students for sound vocational decision-making and for their consideration of all vocational fields. Vocational educators cannot afford to assume that feeder schools will do this without their encouragement and assistance.

1. Contact school counselors and urge them to help recruit high school students into nontraditioanl classes. Offer to provide literature on various careers and invite counselors in the postsecondary schools.
2. Have teachers (academic and vocational) at local vocational schools rotate through each instructional area and receive actual classroom instruction.

3. Hold open houses for parents of potential students and students at area vocational schools. Allow students and parents to experience actual classroom instruction.
4. Ask students in your class to serve as recruiters for potential students.
5. Locate some nontraditional graduates in your community and invite them to speak to the high school classes and assist in recruitment activities.
6. Provide tours of vocational education classrooms, designed to familiarize students with vocational programs and facilities. Vocational teachers and students may conduct these tours for all students who are approaching decisions concerning vocational education, and for academic students who may want information on additional programs available to them.
7. Sponsor an inservice for feeder school guidance counselors and administrators and introduce them to programs available.
8. Have fliers or pamphlets printed depicting students in nontraditional programs in vocational areas to be distributed through the local high school, or perhaps have a school organization such as VICA DECA, FFA, FBLA, VOCA, AIASA or FHA/HERO use this part of their school project.
9. Peer counseling is an important strategy in the recruitment of nontraditional students to vocational education courses. This strategy will be most effective at a subsequent stage

of the effort when enrolled nontraditional students are available to share their successful experiences and tips on overcoming problems.

10. Another strategy which counselors can use to publicize career options is to design an awareness raising-workshop for students. It is different from the traditional high school recruiting visit and can be most effective. An example of an activity for such a program is (example 1: Case Studies) provided at the end of this chapter. This activity and a film from the list provided on page 139 would make an excellent session for high school students.
11. Career fairs which introduce both students and faculty to vocational programs are often used in recruiting students. Booths or tables may be set up in a large area, such as a cafeteria, for each vocational program or course. Vocational teachers and students may display materials, tools, and equipment, or demonstrate skills. Products or services provided by vocational classes may be offered as "door prizes" to increase student interest in attending the career fairs. See example 2 at end of chapter.
12. Include articles in high school newspapers on nontraditional work, interviews, and statistics on median salaries.
13. Although the regulation does not require special recruitment efforts for handiapped students, such students must have the same opportunity to learn about an institution and to enroll in it as persons who are not handicapped. In order to provide

equal opportunities, an institution may wish to expand its recruitment activities to include schools and special classes attended by handicapped students. Recruitment information should be available in forms that are suitable for persons with impaired sensory functions. For example, material can be made available to blind students in braille, on audiotape, or by providing reader service. Advice on providing such services should be sought from handicapped persons and consumer groups for the handicapped.

14. Build flexible exploration programs which treat a cluster of related occupations as students may be more likely to perceive nontraditional opportunities in a favorable light than in narrow vocational programs.
15. Assure students of adult support for nontraditional students by enlisting teacher/counselor backing and by insisting on recruitment/selection procedures that don't discriminate or discourage students from nontraditional choices.
16. Use vocational education bulletin boards which serve to advertise nontraditional vocational education within a school.
17. Design attractive brochures which accurately describe vocational offerings in a school or school system. Brochures may be used by vocational counselors and teachers in working with students, and by administrators in explaining vocational offerings to parents. Brochures may be mailed to incoming students well in advance of the time they will be making their decisions regarding enrollment in vocational education courses.

Returning Adult Recruitment Strategies

For a variety of reasons, many individuals change or begin careers at numerous points throughout their lives. Career education, whether in beginning a career or in changing one, includes career awareness, exploration, decision making, preparation, entry and advancement. Vocational education has only one of these components--career preparation--as its main thrust. When applying this list to adults, the sequential order is often rearranged. Nevertheless, it would be unlikely that an adult would start the career education process at the entry point or at the advancement stage without first going through some awareness, exploration, and decision making stages.

For those who are contemplating mid-life career changes, some of these stages are completed in the process of working in existing jobs, often through literature or talking with individuals. For those persons contemplating a career for the first time in adult life, these stages would be less clear. In both cases, these potential vocational students would benefit from services which could be provided in an organized manner as they contemplate changes.

An important realization is that removing economic, political and legal barriers to certain careers is not enough to increase nontraditional enrollments. Internal and external barriers which impede adults from reaching their potential must simultaneously be removed as well. What are some of the obstacles holding these adults back from vocational enrollment? Factors like the following have been identified:

* Concern about age and appropriate goals make adults limit expression of interest or reject further training
* Need for special assistance in seeking admission, financial aid and guidance
* Ambivalence from fear toward intellectual stimulation and independence, especially for women returning to school
* Length of time away from school
* Practical concerns related to job opportunities, salaries, job discrimination, and managing multiple roles

The following strategies are designed to help the adult population explore and expand career choices.

1. Use women's organizations and other community groups to carry out seminars and conferences to develop awareness of sex bias and sex-role stereotyping and present ways which vocational training can benefit women.
2. Advertise in local newspapers adult learning programs; state and picture that all programs are open to either sex.
3. Provide employment services to assist the mid-career changer.
4. Plan specific vocational workshops which are designed to help displaced homemakers, handicapped, etc., to become aware of the variety of vocational options available and the socio-economic impact of their choices. Financial assistance, a career information network, and counseling services which

help in making the transition to vocational training are all important aspects of a program to attract special adult populations.

5. An adult reentry center which includes college and community resource representatives should be started. A one-stop adult services center (testing--GED, CLEP--department tests and CETA, AFDC, Vocational Rehabilitation, Mental Health).
6. Colored cards printed with catchy phrases (Looking for an occupation?") and followed by a phone number at the college. Cards would be distributed in public places like supermarkets, laundromats, shopping centers or the local AFDC office.
7. Mass mailing of informational flyers piggy-backed with local utility bills.
8. An answering service for night hours on a vocational information center switchboard.
9. Rip-off, mail-back postcards on bulletin boards in public places.
10. Vocational and aptitude testing services offered to the public.
11. Job wanted ads such as the following.

> Needed: Women to train as plumbers-
> good potential-good pay-
> Call (vocational information phone number)

Community Strategies

It is extremely important to address the subject of nontraditional careers with the community at large. These general strategies will impact upon the attitudes of parents, employers, and potential vocational students as well. It is extremely important that attitudes toward the acceptance of nontraditional roles become more positive within a community in that attitudes are an extremely important variable in the decision process of making a career choice. The following list provides some examples of positive ways to influence community attitudes.

1. Use newspapers, radio, and TV for coverage of existing programs and promotion for new programs. Stress equal opportunities for all students.
2. Invite a reporter from the town newspaper to learn more about vocational opportunities. Suggest an interesting photograph or story about your program and tell the reporter about your desire to recruit nontraditional students.
3. Provide information to the school or local newspaper on job placement of students from previous years. Give statistics on average salaries, types of jobs and job satisfaction. Highlight the salaries of females, minorities or the handicapped in nontraditional programs.
4. Find out if your school system sends a newsletter to parents in the community. If it does, ask the newsletter editor to include a story about your efforts to encourage nontraditional vocational enrollment.
5. Develop a core of volunteers to serve as guides for community tours of vocational facilities.

6. Communicate information about job trends five, ten, and twenty years from now. Especially emphasize the potential salaries, the fact that these jobs are open to all qualified persons, and that the vocational training programs are interested in training all students, regardless of race, sex, handicap, etc.

7. Develop a task force on community involvement in vocational education. Involve students, teachers, parents, counselors, business, industry, labor, agriculture, and men and women in nontraditional jobs. Identify goals of task forces; i.e., create awareness, develop new programs and upgrade existing programs, secure job placements and research grants, and assist in securing resource materials.

8. Develop community awareness of vocational programs for all students through demonstrations at shopping malls, service clubs, women's organizations and other community groups. Give a nonstereotyped view of courses and activities in displays on courses by including pictures and examples of nontraditional as well as traditional students.

9. Appear before education, civic and social groups within the community to discuss expansion of roles, economic benefits, and personal satisfaction involved in nontraditional careers. Success stories are very effective.

General Considerations

In addition to strategies targeted at specific populations, there are a number of general considerations which must be addressed in the recruitment of nontraditional students. The following list presents

many of these considerations.

1. In catalogs, student handbooks, brochures, and other general information publications, include handicapped and other nontraditional students with other students in photographs that show a variety of campus activities.
2. Guidance and counseling. For many students, the only source of information about programs is a brief visit with the guidance counselor. Unfortunately, the counselor is often overworked and underinformed about vocational programs and related occupations. Without adequate information about expanding career possibilities for both sexes, the counselor can unwittingly perpetuate sex bias in relation to the world of work. Counselors must be able to (1) encourage students to think more broadly about their decisions and (2) serve as role models, as well as (3) relating attitudes and information which affect students' self-esteem, (4) administer tests and career interest inventories, (5) distribute literature or (7) show films which promote role expansion.
3. In addition to counselors, vocational teachers have a vital role in recruiting notraditional students for vocational education classes. The ideal situation probably finds teachers, guidance counselors, and administrators involved in a collaborative recruitment effort. While teachers may tend to believe that career counseling is the proper domain of guidance counselors, nontraditional enrollment in vocational education isn't likely to get off the ground unless teachers assume at least part of this function. No matter how much support counselors give students, they won't enroll without the assurance that teachers believe in vocational equity.

4. To compensate for previous conditioning, a broad range of courses should be required for all students, so that all students have at least some exposure to the different occupational areas. Mandatory vocational education courses using tools would be beneficial for everyone--even those who do not plan to make a career of it. It would also remove some of the stigmas of vocational education courses, and would assist in reducing occupational segregation by sex.
5. Conduct research to determine the relative weights of various stereotypes and to show strategies which will combat them (e.g., test the impact of a series of work posters and slogans on students of various ages).
6. Secure volunteers from business, labor, industry, and agriculture to serve as resource persons for inservice training of staff, teachers and counselors.
7. If an interview is required of all prospective students, the interviewer may inform the applicant of any available services on campus that may benefit or be of interest to the applicant. However, it is the responsibility of the interviewer or admissions officer not to use the information about the applicant's handicap or other nontraditional status to influence decisions about admission.
8. Compile nontraditional student applications to have an accurate enrollment picture.

9. A brochure outlining institutional policies and describing services available to special populations can be prepared and made available to alumni and others who may serve as recruiters and interviewers for the institution. Here again, the advisory committee will be helpful.

10. Instead of including all the information about services for handicapped students in one section of the student handbook, provide each item of information in its logical contest--housing, health services, transportation, financial aid. The goal is to integrate, not segregate. To help students locate the information, include a statement on services for the handicapped in the introductory material, listing the sections and page numbers where the information can be found. Cite the information in the index as well (as suggested above). This same procedure should be followed for all other special populations as well.

11. To eliminate obstacles to the handicapped, an institution's registration process should be reviewed by an advisory committee that includes handicapped studentsand the institution's compliance officer.

12. Wherever information is given regarding tests required for admission, an instituion must include a statement that special testing arrangements can be made for handicapped applicants and that there are alternate admissions criteria for handicapped applicants who are unable to take the required tests. Both the Educational Testing Service and the American College Testing Program have

brochures describing special testing arrangements. Admission personnel should review and evaluate the suggestions made in these brochures, in preparation for developing other testing arrangements in the future.

Orientation

Once students have been accepted into a program, a general orientation session can do much to support nontraditional students or it can contribute to their withdrawal. In adddition to a general orientation, there should also be introductory sessions for each program area. These too can have great impact and should be handled in positive ways which encourage the nontraditional enrollment. Listed below are a number of special considerations for orientation programs.

1. Orientation programs as part of general orientation for new students should include a sequence introducing all the vocational education programs, emphasizing that they all welcome traditional and nontraditional enrollments. Audio-visual materials should portray males and females, minorities and handicapped as students and workers. Written materials should not give the impression that the program is only for one sex or race. One section of the orientation process should discuss stereotyping and the way it limits individual potential. Negative economic and social consequences of stereotyping and discrimination should also be discussed.
2. Student orientation programs must be physically accessible to all, and services such as interpreters for the deaf or non-English speaking students should be available as well. Letters inviting students to orientation activities should indicate that such services are available.

3. The institution may arrange a special orientation for handicapped students, but such an orientation should be in addition to, not in place of, general orientation. An orientation session specifically designed for handicapped students could take up matters of particular concern to these students--mobility, access to facilities, and where and how to get any special services needed. Participation in special orientations must be optional, not required.
4. The orientation process should include an explanation of all types of programs. A very positive approach would be to have current and/or former students (including nontraditional students) present their views on the programs.
5. Special services for students should be mentioned, including those for nontraditional students. In this way, all students would become aware of the institution's intent to encourage nontraditional enrollment.
6. Students should be made aware of their rights, as well as their responsibilities, in becoming students. They should be made aware of the grievance procedures available to them should they not be able to resolve a problem by other means.

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Sexist Language

The dictionary defines *sexism* as discrimination by one sex against the other, especially by males against females, under the assumption that one sex is superior to the other. Applied to our language, sexism means that masculine forms and masculine marked words predominate. For example, much English usage suggests that what is masculine is more important than what is feminine (a man-sized job is important, but woman's work is trivial). Our pronoun system uses he, his, him, and himself both in the literal masculine sense and in the generic sense to mean a person of either sex. Dozens of generic terms (Chairman, congressman, statesman, workingman, brotherhood, fellowship) contain masculine markers. When such terms are used generically, misinterpretation can result and females are unintentionally excluded from consideration.

Becoming aware of the biases that exist in English is the first step in dealing with sexist language. Perhaps the most important principle involved is that of equal treatment. As writers and editors, we should ask ourselves such questions as: Do the terms or usages I choose contribute to clarity and accuracy, or could they be misinterpreted? Does my language suggest that what males do is normal and what females do is exceptional? Could I substitute a man's name for what I write about a women and have it read equally well?

Eliminating sexist biases from what we write can lead to treatment of women and men as persons, not members of opposite sexes. And--no small accomplishment--itcan lead to more precise language and clearer communication.

Reference:
University Editors Association, University of Minnesota, Minneapolis. Excerpt from Style Manual of the University of Minnesota.

A further incentive exists for eliminating sexist language and implications from the publications of a federally supported educational institution. Title IX of the Education Amendments of 1972 states that such institutions may not use or distribute any publication that "suggests, by text or illustration that (the institution) treats applicants, students, or employees differently on the basis of sex."

Some practical solutions for combating sexism in language follow. Debate over the issues and the solutions will probably never end. For some questions, there may never be any satisfactory answers. But, as concerned women and men propose alternatives to usages they find objectionable, workable solutions will become an accepted part of our language. Our role as editors and writers should be to create awareness of the problems and to encourage each other to be creative in finding solutions.

Guidelines for Dealing with Sexist Language

1. Don't use a masculine pronoun (he, his, him, himself) when the person in question could be either male or female. Use such a word only to refer to a specific man. Instead: Use plural pronouns.

Biased: A student is responsible for his own schedule.

Recast: Students are responsible for their own schedules.

Rewrite the sentence to eliminate pronouns.

Biased: An instructor plans his lectures carefully, for he knows his words will be carefully copied.

Recast: An instructor plans lectures carefully, knowing they will be carefully copied.

Use the genderless *one, person, individual.*

Biased: A teaching assistant is enthusiastic. He appreciates the importance of work experience.

Recast: A teaching assistant is enthusiastic, a person who appreciates the importance of work experience.

Use the indefinite article *the* in place of a possessive pronoun.

Biased: A graduate student regards his preliminary exams with some trepidation.

Recast: A graduate student regards the preliminary exams with some trepidation.

When a pronoun is required, use the all-inclusive he or she. When you use this construction, reverse the order (she or he) sometimes.

Biased: An instructor has a large responsibility to his students. He must keep himself fully informed.

Recast: An instructor has a large responsibility to students. She or he must keep fully informed.

To avoid awkward wording or extreme repetition it may at times be necessary to use the generic he. In such cases, emphasize in the text as frequently as necessary that masculine pronouns are used only for succinctness and are intended to included both females and males.

2. Wherever possible, use substitutions for words with masculine markers. (When you use genderless terms, be sure you use them for both women and men. Don't, for instance, use chairperson for a women and chairman for a man.)

businessman--business person, business executive, business manager

cameramann--camera operator

congressman--member of Congress, representative

craftsman--craftsperson

fireman--firefighter

fisherman--fisher

foreman--supervisor

insurance man--insurance agent

mailman--mail carrier, letter carrier

man--humans, people, a person, an individual

mankind--humanity, human race, human beings, people

manpower--workforce, workers, human power, human energy, human resources, employees

real estate man--real estate agent

salesman--salesperson, sales worker, sales representative, sales clerk

statesman--leader, public servant

workman--worker

3. Do not use the word girl to refer to an adult. Many women find this term offensive. Call females over the age of 18 women, not girls, gals or ladies. (The definition of girl is a "female child." One possibility for eliminating problems with this word is to use the terms young women and young man for teenagers to suggest a continuum.)

4. Use parallel terms for women and men. Use men and women, ladies and gentlemen, girls and boys, husband and wife (not man and wife). Alternate the order sometimes: women and men, gentlemen and ladies, wife and husband.

Use ladies only when men are being referred to as gentlemen. And don't call women wives and mothers unless you are calling men husbands and fathers.

5. Refer to women by name in the same way that you refer to men. Call both by their full names, by first or last name only, or by title. Preferred University style is to use a person's full name for the first reference and the person's last name in later references.

6. Don't refer to women in terms of their roles as wife, mother, sister or daughter unless it is these roles that are significant in context. Be especially careful to avoid unnecessary references to or emphasis on a women's marital status.

7. Do not use coed to describe a woman. The term stands for coeducational, not for female. Persons who attend school are students.

8. Don't use feminine or women as modifiers. Saying a person is a woman lawyer or a woman tennis player implies that she is an exception to the rule. The same applies to terms like male nurse and career girl. The term feminine logic illustrates an extreme use of such a modifier, since it implies lack of logic. Similarly, avoid the use of sexist terms like mannish, womanish, and effiminate and the use of trivializing terms like poetess, usherette, and libber.

9. Do not use phrases that inadvertently exclude women by assuming that all readers are men. Don't, for instance, write "Graduate students and their wives will be invited." In such a case, substitute spouses for wives.

10. Seek alternatives when you find sexist language in direct quotations. Possibilities include:

* eliminating the quotation altogether if it isn't really necessary
* paraphrasing the quotation, giving the author credit
* recasting the quotation as an indirect quotation, eliminating the sexist language.

11. Eliminate gratuitous physical description (usually found only in copy concerning women). In feature writing, of course, physical descriptions are often essential, but be careful to avoid stereotypical descriptions. Describe only those characteristics or mannerisms that make your subject a unique individual.

To check a description for sexist stereotypes, ask yourself if the adjectives or adjectival phrases you have used are so common they are predictable for a person of that sex (for women: pert, vivacious, chic buxom, comely, etc,; for men: rugged, burly, distinguished, handsome, etc.)

12. Omit salutations in correspondence when in doubt. When you have no knowledge of who will receive a letter, use no salutation rather than Dear Sir or Gentlemen. Or use Dear Sir or Madam, Dear People, or Gentleperson. In some cases, Dear Friend, Dear Colleague, or Dear (specific title of recipient) may be appropriate.

Example 1: Case Studies

CASE STUDIES

PURPOSE: To involve students in serious discussions concerning the need for thinking ahead in planning their lives and obtaining job skills.

TIME: Approximately 15 minutes

MATERIALS: Copies of the two case studies for each participant

METHODOLOGY:

1. Read the first case study in the Student Mini-Session aloud to the class or allow students to read silently.
2. Involve students in discussion.
3. Read the second case study in the Student Mini-Session aloud to the class or allow students to read silently.
4. Involve students in discussion

REFERENCE: Sourcebook for Equal Goals in Occupations, Hawaii State Department of Education, 1978.

Case Study

Shirley and Jack

Shirley and Jack were married right after they graduated from high school. Jack had completed a vocational training program in high school and was employed at an auto body shop. He was earning about $5.00 an hour ($800 a month) and expected to be the breadwinner in his family. That was fine with Shirley because she had enjoyed the cooking and sewing classes in school and liked staying home to take care of their apartment. Besides, both Jack and Shirley loved children and intended to have a large family.

Right after their third child was born, Jack was laid off because of cutbacks. Because he could not find a job, Shirley and Jack were forced to live on unemployment insurance. But that was not enough to pay all their bills. Shirley decided to look for a job, but Jack got furious. After a series of fights, Jack gave in and allowed Shirley to look for a job.

Shirley did not have any vocational skills, but she was lucky. A local drive-in hired her at $2.60 an hour. She works at night and takes care of the children during the day so Jack can go job hunting. They have more bills than money and the employment scene is not good for Jack. Their savings has disappeared and life is miserable.

Questions:

What could Shirley have done to prevent the problem?

Would you have married Jack knowing his feelings about working wives?

Do you think Jack was prepared to be a househusband?

Could this happen to you?

Case Study

Jenny and Gary

Gary and Jenny were both enrolled in auto mechanics in high school. Many of the students teased Jenny about being in the program, but Gary always supported her. Both Jenny and Gary came from homes where their mothers had to support the family, so they knew how important it was for a woman to have skills for a good-paying job.

After high school, Gary and Jenny were married. They both went to work in an auto repair shop, and they both earned good wages. They saved as much of their paychecks each month as possible and after two years were able to make a down payment on a house.

After building up their savings, they decided to have a baby. Jenny quit her job to become a full-time mother. When their son starts nursery school, Jenny plans to go back to work. The auto repair shops are looking for qualified women to hire so Jenny is not worried about finding a job.

Questions:

Would you have thought Jenny was crazy for taking auto mechanics?

Do you think guys would date a girl taking auto mechanics?

Can Jenny be a good mother and work too?

Would it be possible for Gary to stay home with the children while Jenny worked? Would that be an "OK" thing to do?

Example 2

AN INVITATION TO WOMEN AND MEN

JOB INFORMATION FAIR

For EVERYONE who wants to learn about careers in the Colorado Building & Construction Trades and how to enter into their apprenticeship programs.

SATURDAY, NOVEMBER 17, 1979

9:00 a.m. to 5:00 p.m., CONTINUOUSLY

MULTI CRAFT TRAINING CENTER
255 SOUTH SANTA FE DRIVE
DENVER, COLORADO

* Are you trying to enter the Building and Construction Trades Job Market?
* Are you interested in getting information about apprenticeships?
* Come and talk with Union and Contractor representatives for answers.
* Find out more about the upcoming Indoctrination Program and how you can enroll.
* Come and TALK to men and women who are working in the trades.

SPONSORED BY: THE COLORADO CONSTRUCTION TRAINING AND EMPLOYMENT ASSOCIATION

A corporation of Labor and Mangement representatives from Joint Apprenticeship Training Committees.

The participating crafts are

BRICKLAYERS	LATHERS
CONSTRUCTION CARPENTERS	MILL-CABINETMAKERS
CARPET & LINOLEUM LAYERS	MILLWRIGHTS
CEMENT MASONS	PAINTERS
ELECTRICAL WORKERS	PLASTERERS
GLAZIERS/GLASSWORKERS	SHEET METAL WORKERS
INTERIOR SYSTEMS CARPERNTERS	TITLE SETTERS

Funded by the Governor's Office of Manpower. Planning & Development and your County CETA Administration.

Chapter VI

COUNSELING/RETENTION STRATEGIES FOR NONTRADITIONAL STUDENTS

General Strategies

The emphasis on recruitment in the preceding section focused on seeking the broadest possible range of students for career courses. For many nontraditional students, this is the only way to discover if they have the interests and talents required by a nontraditional occupation. Some students will conclude that their careers should be elsewhere. Others will discover a deep interest in the field and decide to pursue it. Among nontraditional students, a third category is common: those who discover interest in and aptitude for the subject but who decide that the ridicule and harassment they suffer is not worth it.

On the one hand, the nontraditional student has to be realistic about potential problems on the job that are foreshadowed by harassment from peers and, occasionally, instructors. On the other hand, it is possible to strengthen a student's will to succeed. Positive steps can be taken to help a student withstand these pressures and can result in an improved retention rate for nontraditional students. These include the following.

Teacher training -- All vocational education teachers should receive inservice training in dealing with sex bias and sex stereotyping. The State Department of Education is providing such training as are colleges and universities funded as sex desegregation centers. Studies of nontraditional students have documented the importance of teacher behavior. Many times a vocational education teacher is credited with being the key person in a decision to pursue a nontraditional career.

Scheduling -- When possible, schedules should be arranged so that several nontraditional students are in the same class. The more there are, the fewer the problems. There are tremendous pressures

on a unique student in a class. A small group provides both companionship and mutual support for its members and makes the enrollment of members seem more "appropriate" to the majority group.

"Break-In" classes -- One of the major problems nontraditional enrollees face is lack of familiarity with terms, tools, and conventions. Special introductory briefing sessions at the beginning of the course can go far toward eliminating this stumbling block and can help prevent early dropouts.

Peer Counseling -- Peer counseling is a vital support service, especially in cases where low nontraditional enrollments do not afford students the "buddy system." A training session for the peer counselors to explain their roles is beneficial, and will give importance to the peer counselor role.

Supportive counseling -- Particularly in cases in which a single student is pioneering a nontraditional enrollment, the ready availability of a supportive counselor is crucial. Organized sessions should be available to all nontraditional students as they progress through their vocational programs. A sample counseling program is included in this chapter.

Supportive traditional teachers and peers -- Retaining nontraditional students in vocational education classes hinges greatly on the provision of support persons. As has already been said, the "buddy system" works well in classes where nontraditional students are already enrolled. In addition to this support base, however, it is very important to enlist the support of traditional vocational education teachers and students.

It may be important to mention at this point that recruitment is improved by the presence of teachers of the nontraditional sex in the courses, but the encouragement of teachers of the traditional sex can hasten peer acceptance. That kind of clout is important. In addition to organized programs addressing the issue of equity, there are a number of informal methods for encouraging this support. A special section of this chapter includes some positive suggestions.

Publicize Support Services-- Some of the needs encountered in recruiting nontraditional students persist to a degree--maybe more so--in a retention effort. Both traditional and nontraditional students, teachers, families, and the community at large need to be aware of support services for nontraditional students. The awareness of these services will help to legitimize both the services and the students they serve in the vocational setting.

Camaraderie Among Nontraditional Peers --Nontraditional students are likely to be drawn to each other naturally because of their "pioneer" situation. Nevertheless, a helpful retention strategy is to provide encouragement of this camaraderie through informal methods. Counseling centers can provide a special place for nontraditional students to meet, relax, get to know each other, and share common problems and solutions.

Physical training --Girls and women who are seriously interested in careers that require certain kinds of physical strength and endurance, including many of the jobs in the skilled crafts, may need special physical training programs. Skills and abilities that most boys develop through participation in male games and sports are often

underdeveloped in girls and women. Upper body strenth is the area of greatest difference. Programs focused on placing adult women in traditionally male jobs have often found that a physical fitness program is an essential component of vocational preparation for their clients.

A Sample Counseling Support Program for Nontraditional Students

The following materials are grouped according to some major topics which can be addressed in special weekly or monthly support group sessions for nontraditional students. These special sessions are particularly important for nontraditional students who are in classes without the peer support of other nontraditional students in the same class. A review of the topics and activities, however, will reveal that the topics are relevant for all nontraditional students, whether alone in classes or with nontraditional peers, and for traditional students as well.

Additionally, general discussion sessions comparing problems faced by being nontraditional should be encouraged. This is important in that many of the problems faced by nontraditional students are likely to be the same problems faced by nontraditional employees. Sharing these problems and discovering their most appropriate solutions are important aspects of the retention and job placement of students, and a primary concern for counselors who are committed to helping nontraditional students complete their training.

The sequence for these topics and the selection of activities depends on an analysis of the needs of the students involved in the sessions. An outline by topic, with appropriate activities, is listed below.

I. Knowledge--why nontraditional career choices are important--myths which limit individuals

   A. Workforce Quiz

   B. Myths About Working Women

II. Attitudes

A. Survey of Sex Role Attitudes

B. Value Voting

C. Home on the Electric Range

III. Goal Planning

A. Lifestyle Patterns/My Many Roles

B. Summing It Up

C. Time Series-Goal Planning and Rating My Goal Success

D. Life Experience Scale

E. Occupational Experience Scale
(D and E above are tools for discussion)

IV. Getting the Job/Keeping the Job

A. Confronting the Reality of Nontraditional Employment

B. What Employers Look For

C. Questions Commonly Asked by Employers

D. Resume Writing I, II, and III

V. Getting to Know People in Nontraditional Occupations--What's My Line

VI. Audiovisual Materials to Enhance Understanding

Workforce Quiz

T F 1. The difference between the average yearly incomes of male and female workers has decreased over the past 20 years.

T F 2. For a woman worker in the U.S. to earn more than the median income of a man with eight years' elementary education, she must have 12 years of education.

T F 3. In 1976, two thirds of women workers were not married or had husbands who earned less than $10,000 per year.

T F 4. In March 1978, there were eight million families headed by women only and one and a half million families headed by men alone.

T F 5. There are approximately 450 occupations recongized by the government as apprenticeable. Women are a majority of apprentices in 103 of these trades.

T F 6. Women are 53 percent of the population of the United States. In July, 1978, women were 42 percent of the U.S. workforce

T F 7. Both husband and wife work in 35 percent of the nation's marriages.

T F 8. In 1977, the average earnings of white males and females and minority females and males were distributed so that white males, as a group, had the highest earnings and black males as a group, had the lowest earnings.

T F 9. Married women with children, on average, hold jobs outside the home for 15 years.

T F 10. Married women without children can expect to work for 30 years.

T F 11. Single women can expect to be employed for 40 years.

T F 12. The following statement is a good example of non-biased language--"Mary Wells Laurence is a highly successful woman advertising executive."

T F 13. Two of every ten young women now in high school will become heads of families.

T F 14. In 1977, the average female clerical worker earned $8,601. A male clerical worker averaged $13,966.

T F 15. In 1974, of the more than 37,000 highly-paid airline pilots in the United States, less than 100 were black.

T F 16. In the second quarter of 1975, unemployment among all whites in the work force was 8.0 percent; among all other racial groups, the overall unemployment figure was 14 percent during this period.

T F 17. The average age at which young people marry today has not changed significantly in the past 15 years.

T F 18. Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

T F 19. There are approximately four people per average household today.

T F 20. Female workers are no more likely than male workers to be absent from work.

T F 21. Handicapped workers are less likely than nonhandicapped workers to be absent from work.

T F 22. Of the 23,000 different occupations available in the U.S., one third of <u>all</u> working women can be found in seven of these occupations.

T F 23. Approximately half of all mothers with children under 18 are now in the labor force.

Correct Answers to Workforce Quiz

F 1. The difference between the average yearly incomes of males and females has increased over the past 20 years.

In 1955 the average yearly salary for women was $2,719; for men, the average yearly salary was $4,252. In 1977 the average yearly salary for females was $8,618; the figure for men was $14,626. Nationally, in 1977, the median yearly paycheck for fully employed women was 58.9 percent that of men similarly employed. In 1955 women earned about 64 percent of what men earned.

F 2. For a woman worker in the United States to earn more than a median income of a man with eight years' of elementary education, she must have 17 years of education.

The median income in 1977 for a woman with five years or more of college was $14,338. For males with an 8th grade education, the median income was $12,083. Fully employed women high school graduates (no college) had less income on the average that fully employed men who had not completed elementary school.

T 3. In 1976 two-thirds of women workers were not married or had husbands who earned less than $10,000 per year.

When the wife was in the labor force, about 18 percent of all husband-wife families had incomes below $10,000 in 1976, but when she was not, twice as many families had incomes below this amount. Female single heads of households (single, widowed or divorced) made up the balance of women workers in this category. (U.S. Dept. of Commerce and U.S. Dept. of Labor, 1978).

T 4. In March 1978 there were 8.2 million families headed by women only and 1.6 million families headed by men alone.

Females headed households in one of every seven families in 1978. In 1968 females headed households in one out of 10 families

F 5. There are approximatley 450 occupations recognized by the government as apprenticeable. Women are a majority of apprentices in one of these trades.

The only apprenticeable trade in which women were a majority of apprentices was barbering - cosmetology.

T 6. Women are 53 percent of the population of the United States. In July, 1978, women were 42 percent of the U.S. workforce

According to the U.S. Dept. of Labor (1979), women were 42 percent of the workforce in 1978, 38 percent in 1970, and 25 percent in 1950. Women are predicted to be 57 percent of the workforce by 1990.

F 7. Both husband and wife work in 47 percent of the nation's marriages.

Most people know that the vast majority of men will work during their adult years, but many do not know about 90 percent of women will do the same. A Department of Labor survey shows that currently in 47.1 percent of the nation's marriages, both wives and husbands are employed.

F 8. In 1977 the average earnings of white males and females and minority females and males were distributed so that white males, as a group, had the highest earnings and black females as a group, had the lowest incomes.

In 1977 (U.S. Dept. of Labor), white males earned an average of $15,061; minority males earned $ 9,445; white females earned $8,672; minority females earned an average of $8,097 per year.

F 9. Married women with children, on average, hold jobs outside the home from 15 to 25 years.

Married women with children can expect to be employed from 15 to 25 years, depending on the number of childen they raise.

T 10. Married women without children can expect to work for 30 years.

Married women without children can expect to work for 30 years.

T 11. Single women can expect to be employed for 40 years.

Single women can expect to be employed for 40-45 years.

F 12. The following statement is a good example of nonbiased language- "Mary Wells Laurence is a highly successful woman advertising executive."

The following is a better example: "Mary Wells Laurence is a highly successful advertising executive." Since men who are successful are never categorized by sex, the original statement gives the impression that it is unusual for a woman to be a successful executive.

F 13. Four of every 10 young women not in high school will become heads of families.

They will be the sole support of themselves and their children. Child support statistics indicate that 70 percent of fathers default within the first year of child support.

T 14. In 1977 the average female clerical worker earned $8,601. A male clerical worker averaged $13,966.

Median earnings for year-round, full time female clerical workers in 1977 was $8,601, compared to $13,966 for their male counterparts, a dollar gap of $15,365 or 61.6 percent. (Department of Labor, 1979).

T 15. In 1974 of the more than 37,000 highly-paid airline pilots in the United States, less than 100 were black.

Although this number is still small, it is beginning to increase. The number of female airline pilots is also small, but is beginning to increase as well.

T 16. In the seond quarter of 1975, unemployment among all whites in the work force was 8.0 percent; among all other racial groups, the overall unemployment figure was 14.3 percent during this period.

The unemployment rate for minorities is often higher because of concentration in low-paying, unskilled jobs.

F 17. The average age at which young people marry today has not changed significantly in the past 15 years.

The median at which young people marry is changing, particularly among young women. By 1976, 72 percent of 19-year-olds were single as compared to 60 percent in 1960. Among 20 - 24 year olds of both sexes, more than 62 percent of the males and 42 percent of the females were single in 1976, compared to 53 percent of males and 28 percent of females in 1960. -U.S. Bureau of the Census, "Marital Status and Living Arrangements: 1976", Series P-20, No. 306, Washington, D.C.: Government Printing Office.

T 18. Most unemployed men do not have the education or the skill to qualify for many of the jobs held by women.

If all the married women, which does not include single working women, stayed home and unemployed men were placed in their jobs, there would still be 17.3 million unfilled jobs. However, most unemployed men do not have the education or the skills to qualify for many of the skilled jobs held by all working women, such as secretaries, teachers, nurses and clerical workers. -U.S. Department of Labor, Employment Standards Administration, Women's Bureau, 1974.

F. 19. There are approximately 2.9 people per average household today.

In 1960 the average household had 3.3 people, and in 1976, 2.9 people. This figure is expected to continue to decline because of a number of factors: delayed marriage, more economic independence among women, an increase in the widowed population and an increase in the number of houses shared by unrelated people. -U.S. Bureau of the Census, "Households and Families by Type: 1976", Series P-20, No. 296, Washington, D.C., Government Printing Office.

T 20. Female workers are no more likely than male workers to be absent from work.

Bureau of Labor Statistics information indicates only small differences in the absenteeism of males and females, thus refuting the assumption that females have a poorer attendance rates at work. More work hours are lost to males with hernias, for example, than with pregnancy and childbirth for females.

F 21. Handicapped workers are less likely than nonhandicapped workers to be absent from work.

The Bureau of Labor Statistics found that handicapped workers lost only slightly more time through absenteeism than nondisabled workers, an average of 3.8 days of lost time per 100 scheduled workdays compared with 3.4 days for the nondisabled worker. The difference amounts to only one more day per year. In a study by DuPont, 79 percent of the handicapped workers had average or better than average attendance compared with the total company workforce.

T 22. Of the 23,000 different occupations available in the U.S., one third of all working women can be found in seven of these occupations

These seven occupations are retail sales clerk, secretary, household worker, elementary school teachers, bookkeeper, waitress and nurse.

T 23. Forty-nine percent of all mothers with children under 18 are not in the labor force.

For minority mothers with children under 18, the rate in the labor force is even higher - 58 percent.

Myths About Working Women

Compiled by: Joy F. Sokeitous and Kathy McFadden

Directions - Read each myth and discuss implications for males and females.

WOMEN DON'T WANT TO WORK--False:Almost 50 percent of all women are in the labor force. More women, and female heads of households, who want to work are unemployed than men. After WW II, 300,000 women war workers were fired. A Roper poll showed that two out of three wanted jobs.

WOMEN DON'T NEED TO WORK--False: two third of the adult poor are women. About 40 percent of the working women in this country must work to support themselves or their families. In 10 percent of all American families, the husband does not work at all--he may be disabled, retired, or going to school. 25 percent of the women who worked in 1968 had husbands who earned less than $7,000/year. If all women who worked in 1968 quit, the $90 billion they earned and spent would evaporate and extensive male layoffs would follow.

THERE IS HIGH ABSENTEEISM AMONG WOMEN--False: Men lost more time, considering both acute and chronic ailments suffered. The work time lost by persons 17 years of age and over averaged 5.3 days for women and a higher 5.4 days for men, over the same period. Where an individual employer's statistics reflect significantly higher absenteeism for women, it may be because employment of women is restricted to clerical and other low-paying jobs and predominately young women who have had little working experience are employed. Men in low-level jobs are out just as often. Highly trained women occupying responsible and skilled positions are seldom absent more than men in similiar jobs. Women over 45 are out sick substantially less than men their age.

THERE IS HIGH JOB TURNOVER AMONG WOMEN--False: 10 percent of the men, but only seven percent of the women employed in January 1966 were working in jobs different from the ones they held in January 1965. For both men and women workers, the lowest quit rates occur among skilled, professional and managerial workers--the highest among sales, service and unskilled workers. Turnover rate at the vice president level and up (overwhelmingly men) reached five percent by the end of 1968--due to internal roadblocks to the top, notes Newsweek.

WOMEN CAN'T DO ALL JOBS--False: During WW II, the Department of Labor reported that "it can hardly be said that any occupation is absolutely unsuitable for the employment of women." Women became crane and tractor operators, riveters, truck drivers, etc. The new technology is less and less a respector of old-fashioned sex differences. It eliminated the need for physical strength very rapidly and is not eliminating the need for detail work. There has never been any proof that sex differences in abilities have an innate basis. Cultural conditioning makes the difference.

WOMEN DON'T MAKE GOOD BOSSES--False: A study of attitudes toward women in the Federal service, by the U.S. Civil Service Comm., showed that men who had worked for a woman boss were more inclined to favor a woman in management than those who had not. Also, policymakers usually have power to overcome any employee objections. With management support and a clear statement on the woman's authority and responsibility, women as well as men are able to manage effectively.

WOMEN DON'T QUALIFY FOR BETTER-PAYING JOBS--False: Over half the women college graduates are in the work force, compared with only 30% of the women with an eighth grade education. But, even women with degrees are hired mainly as clerks, secretaries and sales personnel. When women get well-paying jobs. They are denied titles and are promoted more slowly. Far fewer training jobs are offered to women high school graduates than to men with the same background. More women are being educated today, yet the concentration of women in lower income jobs is increasing rather than decreasing.

WOMEN'S WORK DOESN'T DESERVE MORE PAY--False: A trained nurse, traditionally female, has invested more time and money in her education, and her responsibility is at the very least as great as that of an electrician, traditionally male, but he earns more per hour. Typists must train themselves before being hired, but typewriter repairers are trained at the expense of the firm.

FEMALE HORMONES HAMPER JOB PERFORMANCE--False: There is little scientific evidence that a woman's physiological changes have much effect on her work performance. A Margaret Mead study showed that in a South Sea island culture where women were not taught to expect an emotional change, none was noticed. Men also have their cycles--in a study of male factory workers, Dr. Rex Hersey found that emotions varied predictably within a 24-hour period. Low periods were characterized by apathy, indifference or a tendency to magnify minor problems out of all proportion. A urine study also revealed that men experience a 4- to 6-week cycle, due to hormones. Using all this data, a Japenese transit firm reduced accidents by assigning male drivers according to individual cycles. Men and women engaged in stimulating occupations suffer minimal effects during both menopause and other cycles.

WOMEN NEED PROTECTIVE WORK LAWS--False: Laws limiting the weight a woman worker may lift are now used to keep women out of jobs that are no more arduous than hauling groceries or lifting a 5-year-old child. These laws would be fairer if they required tests of physical ability of both men and women. The male sex is most vulnerable to hernia. Laws regulating the shift women can work apply to manufacturing, where a night-shift differential may be paid, but don't apply to lower paid scrub persons, traditionally women. When work conditions are dangerous or unfair, men and women have an equal ability to suffer.

WOMEN'S PLACE IN THE HOME--False: History shows that her place is wherever she's needed. In the 19th century, the Industrial Revolution took spining and weaving from the home to the mills--women were sought

as a source of cheap labor. During wartime, especially WW II, women were encouraged to work. During the worker shortage of the mid-1960's a temporary office-help firm retained a motivational research organization to help identify the appeals most likely to attract women to work. Other firms hired psychologists to speak to groups of women and help them overcome their fears about returning to work.

MARRIAGE IS A BARRIER TO JOB PERFORMANCE-False: Nearly half of all American women are in the work force, and most are married. 38 percent of all these women have children under 18 years of age, and combine the responsibilities of motherhood and work. Are fathers, especially without wives, treated the same way?

WORKING MOTHERS HARM CHILDREN--False: Sociologists report that they cannot find any important differences between the children of mothers who work and the children of mothers who stay at home. In some cases, children suffered in homes where the mothers wanted to work, but stayed home out of duty. They also found that the children of working mothers were sometimes more self-reliant than children reared by full-time, child-centered mothers. Europeans brought up by nannies say that the moral influence of their parents was stronger because their parents were not involved in their day-to-day physical care.

WOMEN ARE PAID EQUALLY--False: 20 percent of the women, but only 8 percent of men earn less than $3,000. Only three percent of women, but 28 percent of men earn over $10,000/year. Starting salary for women college graduates is $18 to $86 LESS/month than for male grads in the same fields. Women average $300 LESS/year than men in comparable jobs. Nearly one fifth of all women with four years of college are employed as service workers; so are seven percent of those who completed five or more college years.

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This copy was edited to eliminate sex-biased language by Illinois Office of Education Staff

Survey of Sex Role Attitudes

Directions: Please react to each statement, using the following scale.

SD - Strongly disagree (Strong, negative feeling about the statement)
MD - Mildly disagree (Less concern, but a still negative feeling about the statement)
EAD - Equally agree and disagree (An ambivalent feeling about the statement)
MA - Mildly agree (Less concern, but a still positive feeling about the statement)
SA - Stongly agree (Strong, positive feeling about the statement)

1.	Nurturance and concern for others are equally important for men and women.	SD	MD	EAD	MA	SA
2.	A girl's college education is more often wasted than a boy's.	SD	MD	EAD	MA	SA
3.	Nothing can be more satisfying to most women than a well-kept home, clean and neatly dressed children, and a good meal ready for their husbands.	SD	MD	EAD	MA	SA
4.	Men are meant to lead, and women, except in extreme circumstances, to follow.	SD	MD	EAD	MA	SA
5.	Choice of college is not as important for a girl as for a boy.	SD	MD	EAD	MA	SA
6.	Many women have responsibility to put their humanizing talents to work outside the home.	SD	MD	EAD	MA	SA
7.	Man is traditionally the breadwinner and woman is the homemaker, and we should attempt to maintain a definite role separation.	SD	MD	EAD	MA	SA
8.	Pre-school age girls should be encouraged to explore and manipulate their environment on the same scale as pre-school boys.	SD	MD	EAD	MA	SA
9.	Most women tend to lose their femininity when they perform jobs usually executed by men.	SD	MD	EAD	MA	SA
10.	Less serious academic and career aims for girls should be understood and accepted by teachers working with girls.	SD	MD	EAD	MA	SA
11.	Sex stereotypes impede logical career evolvement for many individuals in that sex stereotypes, rather than the abilities and interests of the individual, become paramount.	SD	MD	EAD	MA	SA

12.	Women handle routine, detailed, repetitive tasks better than creative and imaginative tasks.	SD	MD	EAD	MA	SA
13.	A choice between being a wife and mother and working full-time is not longer necessary as the two can be workably integrated.	SD	MD	EAD	MA	SA
14.	Boys need to be educated so that they will be more cognizant of the broader role of today's women.	SD	MD	EAD	MA	SA
15.	Few women have the fortitude and ability to compete in a man's work world, such as in economics and politics.	SD	MD	EAD	MA	SA
16.	The difficulties involved in women supervising men have been exaggerated.	SD	ME	EAD	MA	SA
17.	Adjustment to the traditional role of wife and mother should take precedence over utilizing the unique career abilities of a woman.	SD	MD	EAD	MA	SA
18.	Girls are overly protected in our culture.	SD	MD	EAD	MA	SA
19.	Women are less competitive, ambitious and self-confident than men.	SD	MD	EAD	MA	SA
20.	Women are less able to make decisions easily than men.	SD	MD	EAD	MA	SA

Most of the questions in this survey were taken from a survey developed by Patricia Englehart and was published as part of a package, Women and the World of Work, developed for counselors by the Minnesota State Department of Education and the Departments of Education, Counseling and Student Personnel Psychology, and Distributive Education at the University of Minnesota.

Value Voting

PURPOSE: To clarify values with respect to sex role stereotyping

TIME: Approximately 10 minutes

MATERIALS: Copy of questions to be read to participants

METHODOLOGY:

1. Seat participants so that they can see one another.
2. Explain that this is a value voting activity and that participants will be asked to vote on a series of statements that will be read to them.
3. Explain the voting procedure:

   -thumbs up--"I agree"
   -thumbs down--"I disagree"
   -arms spread wide--"I don't know"
   -arms folded--"I don't want to say"

4. Suggest that participants express only their first reaction to statements.
5. Read statements (as few or as many as necessary to involve the participants).
6. Ask for discussion of certain statements for which disagreement is expressed.
7. Summarize by reminding participants that we are all individuals with different ideas of what is wrong or right. These are our biases. Very few of us intentionally discriminate but sometimes we unintentionally discriminate because of our biases.

REFERENCE: Sourcebook for Equal Goals in Occupations, Hawaii State Department of Education, 1978.

VALUE VOTING STATEMENTS

1. The way things are now, it's better to be a man than a woman.
2. It's OK for a girl to play on a male team if she's a good athlete.
3. Men should make the important decisions because men think, while women act on their emotions.
4. It's OK for a woman to be aggressive.
5. It's OK for a boy to cry.

6. It's OK for a man to cry.

7. It's important to me that a man act like a "real man" and that a woman act like a "real woman."

8. Men should be more honest about their feelings toward other people.

9. Women are less self-confident than men.

10. Men should pretend to know more than they really do, in order to appear "professional".

11. It is hard for women to do their best when competing with men.

12. Men like women who are followers, not leaders.

13. Boys and girls should be brought up in the same way.

14. Sex stereotyping has damaging effects on girls' views of themselves.

15. Sex stereotyping has damaging effects on boys' views of themselves.

16. A woman should be willing to leave her job to follow her husband's job.

17. A man should be willing to leave his job to follow his wife's job.

18. It's a woman's responsibility to take time off from her job to raise children.

19. It's a man's responsibility to take care of his wife and children.

20. Husbands and wives should have equal responsibility for household maintenance.

21. Husbands and wives should have equal responsibility for childrearing.

22. Husbands and wives should have equal responsibility for wage-earning.

23. It's important to me that I know I'm able to support myself (and my children).

24. Most women aren't very capable--they should leave the difficult jobs to men.

25. Men and women should be paid equally for the same work.

26. A woman shouldn't take a job that pays more than her husband's job.

27. All jobs should be open to both women and men.

28. A woman can do most everything on the job that a man can do.

29. A man can do most everything on the job that a woman can do.

30. Schools should encourage both girls and boys to consider all kinds of job options.

Home on the Electric Range

PURPOSE: To identify changing roles of men and women in families and occupations

TIME: 60 to 90 minutes

MATERIALS: Pencils, handout "Home on the Electric Range"

METHODOLOGY:

1. Explain the goal and objective of the strategy.

2. Hand out copies of "Home on the Electric Range" to all participants.

3. Tell participants:

   "In this handout are 30 household tasks which are performed most of the time by one family member. Place an X under the family member who most often performs each task. Some of the tasks may not be appropriate for your situation. In those cases, please respond as you believe they would be performed. Allow 15 minutes for completion."

4. After completion of the questionnaires, divide participants into groups of five to six people. Choose a recorder and discussion leader in each group. Have each mini-group fill out a group tally sheet.

5. Pick the tasks with the greatest discrepancy and discuss the following questions allowing 45 minutes for completion and discussion.

   a) Discuss reasons why one sex was the dominant task performer.
   b) What kinds of implications does this have in terms of role models for children? (i.e., what messages are being given?)
   c) Would your responses be identical to those of your same sex parent? How do you explain any differences which exist?
   d) Do people often assume a family must have two parents? What are some special considerations for single-parent families?
   e) Would membership in a minority population influence responses to the questionnaire? In what ways?

6. Participants will respond to the following questions in large groups discussions (allow 30 minutes)

   a) Based on your experiences today what kinds of changes in task responsibilities might you make in your home?

b) What creative plans for sharing tasks and responsibilities (both inside and outside) have families in the group developed?
c) In what ways do the task divisions in your home inhibit/facilitate career options for yourself? Your partner? Children? Others?
d) How do you communicate about task division and household responsibilities within your family?
e) Do you communicate to your children your rationale for task division? If so, how?
f) Create an ideal model for making decisions about task responsibilities.

7. Summarize in large group.

REFERENCE:

Project Born Free, University of Minnesota

Home on the Electric Range

Listed below are 30 household tasks which are performed most of the time by one family member. Place an X by the family member who most often performs each task. Some of the tasks may not be appropriate for your situation. In those cases, please respond as you believe they would be performed. Allow 15 minutes for completion.

Household Task	Man/ Husband	Son	Woman/ Wife	Daughter	Other
1. Preparing breakfast	____	____	____	____	____
2. Making bed	____	____	____	____	____
3. Carrying out garbage	____	____	____	____	____
4. Mowing the lawn	____	____	____	____	____
5. Washing dishes	____	____	____	____	____
6. Washing clothes	____	____	____	____	____
7. Ironing	____	____	____	____	____
8. Chauffeuring kids	____	____	____	____	____
9. Grocery shopping	____	____	____	____	____
10. Scheduling doctor/dentist appointments for children	____	____	____	____	____
11. Paying bills	____	____	____	____	____
12. Figuring out income tax	____	____	____	____	____
13. Washing car	____	____	____	____	____
14. Preparing dinner	____	____	____	____	____
15. Vacuuming	____	____	____	____	____
16. Interior painting	____	____	____	____	____
17. Exterior painting	____	____	____	____	____
18. Splitting firewood	____	____	____	____	____
19. Pruning trees and bushes	____	____	____	____	____
20. Shoveling snow	____	____	____	____	____
21. Buying clothes for children	____	____	____	____	____
22. Disciplining children	____	____	____	____	____
23. Driving the car on family outings	____	____	____	____	____
24. Minor house repairs (i.e., electrical, mechanical)	____	____	____	____	____
25. Determining menu	____	____	____	____	____
26. Taking child to doctor/ dentist	____	____	____	____	____
27. Calling babysitters	____	____	____	____	____
28. Planting flowers	____	____	____	____	____
29. Clearing the table	____	____	____	____	____
30. Going to PTA	____	____	____	____	____

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Lifestyle Patterns*

Directions: Choose the pattern you consider ideal, real for you, and undesirable. Discuss reasons for each and how each person can control the pattern of her life.

All patterns assume conpletion of high school.

1. Marriage/childrearing/hobbies and community service
2. Marriage/childrearing/education/employment
3. Marriage and employment/education and childrearing/employment when last child starts school
4. Education/marriage/childrearing/no employment
5. Education/marriage/childrearing/employment when children leave home
6. Education/marriage and employment/childrearing and part-time employment
7. Education/marriage and employment/childrearing (household help) and employment
8. Education/marriage/no children/employment
9. Education/single lifestyle/employment

*These lifestyles are sequenced chronologically from left to right.

Reference: Fleming, E.S. and others. Project Choice. Cleaveland, Ohio: Case Western Reserve University, 1978.

My Many Roles

Identify six roles you live and identify an expectation, a satisfaction and a frustration associated with each.

Role Expectation Satisfaction Frustration	Role Expectation Satisfaction Frustration
Role Expectation Satisfaction Frustration	Role Expectation Satisfaction Frustration
Role Expectation Satisfaction Frustration	Role Expectation Satisfaction Frustration

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Goal Planning

Directions: Have each student set a fairly short range career oriented goal. Complete Goal Planning. When the goal is achieved, complete Rating My Goal Success. Discuss results. Project this process to larger career and life goals.

My goal is _____

I will know when I reach my goal because _____

_____

My target date is _____

My chance of success is _____ percent

Obstacles that I can foresee are _____

_____

_____

To help me reach my goal, I need to get help from _____

_____

_____

These are the steps I need to reach my goal (plan as many as you will need).

1. _____ Date _____
2. _____ Date _____
3. _____ Date _____
4. _____ Date _____
5. _____ Date _____
6. _____ Date _____
7. _____ Date _____

Rating My Goal Success

1. I met my goal measurement

Not at all	Somewhat	Almost	Completely
X	X	X	X

2. I met my goal target date

Not at all	Very late	Close	On target
X	X	X	X

3. Now that I've thought it over, I think my goal was

Too easy	Easy	Difficult	Unrealistic
X	X	X	X

4. My motivation to reach my goal was

Low	Moderately Low	Moderately Strong	Strong
X	X	X	X

List everything that you can remember that helped or hindered your reaching your goal. Put a check (✓) by each one that you did not anticipate.

Obstacles	Helps

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Summing It Up Form

Directions: Discuss answers and implications of each for career plans.

1. I am a person who is good at _____

2. I am a person who is interested in or excited by _____

3. Some of the things I care about or value are _____

4. Some of the things which give me satisfaction or happiness are _____

5. When I entered this program my chosen occupation for the future was _____

6. I added the following career ideas _____

7. I eliminated the following career ideas _____

8. I learned more about _____

9. What I am looking for in a post secondary institution is _____

10. Right now some likely career or school directions to explore are _____

Directions for OCCUPATIONAL EXPERIENCE SCALE and LIFE EXPERIENCE SCALE

The following instruments address life and career development responsibility. For purposes of groups discussion, the instruments should be answered individually and then discussed in the larger group. Each statement has two responses: one within the control of the individual and one beyond individual control. Each statement, in discussing the responses, should record the number of internal (self-controlled) and external (controlled by others) responses.

The importance of these discussions is that without feelings of being able to control the environment at least to some extent, real progress in job development and advancement is rarely made. The feeling of helplessness is a personal barrier to success, one which is often faced by women. It is important to note that an individual can, to a great extent, overcome personal barriers.

Occupational Experience Scale

INSTRUCTIONS:

The statements that follow provide you with an opportunity to express the way you feel about certain events regarding careers and career decisions. Each item consists of a statement and a pair of alternative responses lettered a or b. Please select the one you actually believe to be true, rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief, obviously there are no right or wrong answers.

In some instances, you may discover that you believe both statements or neither one. In such cases, be sure to select the one you most strongly believe to be the case, as far as you are concerned. Also try to respond to each item independently when making your choice; do not be influenced by your previous choice.

1. People find out about jobs and what skills and knowledge are required for the job
   a. usually by accident.
   b. because they carefully consider all job possibilities.

2. The job you are able to get depends mostly on
   a. how lucky you are.
   b. how much you know about the jobs that are available.

3. When it is time to think about getting a job
   a. the steps to get into the job will become obvious to you.
   b. you should ask a young person in the occupation in which you are interested what he did to get the job.

4. If you find a good job, it would more likely be because
   a. you were in the right place at the right time.
   b. of your earlier decision to prepare for it.

5. It is better to
   a. have someone else plan your career.
   b. get all the facts and advice you think you need and make your own career plans.

6. Information about jobs should
   a. be provided to students in their classes.
   b. be obtained by the student who is interested in a particular occupation, from whatever sources are available.

7. In a job interview, it is probably best to
   a. just answer the questions you are asked.
   b. have certain things planned ahead that you want to tell the interviewer.

8. You should
   a. try to get a job where you have to make a lot of decisions by yourself.
   b. take a job where you are told what and how to do everything.

9. Teenagers should
   a. think out and plan the right path for their careers.
   b. be given intensive tests and interviews by vocational guidance counselors to determine the right career for each of them.

10. You should
   a. try to understand yourself, your needs and values in relation to jobs.
   b. depend on others to tell you how you would fit into jobs.

11. Your interest
   a. should be determined by exploring jobs and what you like about them.
   b. should not be explored, because liking a job is not important.

12. Suppose someone is promoted to a leadership position in a company. It is probably because
   a. he/she took advantage of the opportunities that were available.
   b. he/she got the right breaks.

13. If you are looking for work, it is probably best to
   a. take the first job that is offered to you.
   b. wait until you find a job that would be satisfying to you.

14. Knowing what occupation is best for you
   a. is not possible because there are too many things a person cannot know.
   b. depends mostly on your figuring out what kind of person you are.

15. If you get a job that you enjoy, it might possibly be because
   a. someone told you to take the job because they thought it was right for you.
   b. you took into account the types of things you want to get from a job.

16. If you get a job that you don't like, it would most likely be because
   a. you didn't try hard enough to find out what jobs you would like.
   b. because of things that you do not have control over.

17. Results of tests concerning occupational choice should be used to
   a. help you explore your feelings about jobs and how you fit into them.
   b. show you the jobs in which you could be successful.

18. Getting a particular job depends mostly on
   a. what you know and are able to do.
   b. knowing the right people.

19. Doing a job well depends on
   a. someone giving you a specific set of procedures to follow.
   b. being able to make the right decisions yourself.

20. Suppose a test showed that you did not know much about occupations. Would this most likely be because
    a. no one had ever bothered to tell you about occupations?
    b. you had not looked into requirements for occupations?

21. A person
    a. should depend on others to tell him/her what job is best suited for him/her.
    b. can figure out what job is best suited for him/her.

22. If you get a job that agrees with you abilities and interests, it is probably because
    a. you planned well.
    b. it just happened that way.

23. Preparation for a particular occupation
    a. will allow you to enter that occupation or a related one.
    b. doesn't do any good, because the future cannot be predicted.

24. Learning about jobs
    a. is necessary if you want to make a wise career choice.
    b. usually doesn't help.

25. Suppose you have a job and your supervisor is telling you how to do a job which you cannot understand. It would probably be because
    a. the supervisor didn't explain it well.
    b. because of something you are supposed to know but have forgotten.

26. The school should
    a. provide an opportunity for you to explore occupations in which you are interested.
    b. require you to explore many occupations.

27. A person
    a. can usually tell which job is best for him/her.
    b. usually has very little to say about the job her/she gets.

28. Suppose a friend of yours becomes a doctor. Would it most likely be because he/she
    a. worked hard throughout school so the he/she could get into medical school?
    b. the father got him/her into medical school?

29. If you don't get the job you want, it is probably because of
    a. bad luck.
    b. lack of planning.

30. It is probably better
    a. to take only a job that interests you.
    b. to take any job that is offered to you.

Reference: Overcoming personal-social barriers to entry into nontraditional occupational preparation programs. Tallahassee, Florida: FSU Department of Education Leadership, 1979

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Life Experience Scale

INSTRUCTIONS

The statements that follow are similar to those above except that they include a broader range of life experiences. You are to select one alternate statement that you believe to be the most true from each pair. Please indicate your response by circling either a or b for each set.

1. a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays, is that their parents are too easy with them.

2. a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3. a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

4. a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard one tries.

5. a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6. a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely, if ever, such a thing as an unfair test.
    b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
    b. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.
    b. This world is run by the few people in power, and there is not much the little guy can do with it.

13. a. When I make plans, I am almost certain that I can make them work.
    b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just not good.
    b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.
    b. Many times we might just as well decide what to do by flipping a coin.

16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
    b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.

18. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
    b. There really is no such thing as "luck."

19. a. One should always be willing to admit their mistakes.
    b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
    b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
    b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.
    b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
    b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
    b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
    b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.
    b. There's not much use in trying too hard to please people, if they like you, they like you.

27. a. There is too much emphasis on athletics in high school.
    b. Team sports are an excellent way to build character.

28. a. What happens to me is my own doing.
    b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. a. Most of the time I can't understand why politicians behave the way they do.
    b. In the long run the people are responsible for bad government on a national as well as on a local level.

Reference: Overcoming personal-social barriers to entry into nontraditional occupational preparation programs. Tallahassee, Florida: FSU Department of Education Leadership, 1979, Originally found in Rotter, J.B., Generalized expectancies for internal versus external control of reinforcement. Psychological Monographs, 1966, 80 (1), (Whole No. 609).

Confronting the Reality of Nontraditional Employment - (For Discussion)

Most nontraditional employees find their choice brings them personal satisfaction, growth and advancement. At the same time, many agree that the path they follow is not an easy one. Most find that support from friends and family members is important to them both before and after they enter a nontraditional occupation.

Some nontraditional workers find that when they have human relations difficulties at work, their supervisors and co-workers have had little or no training in helping the work group adjust to the presence of members of the opposite sex. In addition, the nontraditional employees may have to handle harassment by co-workers or customers of the opposite sex who are unaccustomed to interacting with nontraditional workers. Often such harassment is good-natured, but sometimes it is not.

Occasionally, nontraditional workers are subjected to comments referring to their masculinity or femininity. "Why would a normal woman want to work on a job where she gets dirty?" or "Why would a man want to do a woman's job?" These kinds of comments are made to challenge an individual's sexual identity and they are difficult to ignore. In most cases, nontraditional employees say it is best to let such comments pass.

These and other problems of gaining the respect of the people you work with as a nontraditional employee are the reasons why having a strong self-image and inner strenth (as well as good humor and patience) are emphasized by employers and experienced nontraditional employees.

Benefits of Nontraditional Occupations

For those who choose a nontraditional occupation, the benefits are apparent. Among those mentioned by nontraditional employees and employers are the following:

* More employment options and upward career mobility as new skills are acquired.

* For women especially, there is greater earning power-often double the income found in traditional jobs for women.

* A more satisfying life style because you are doing work you like and are interested in.

* A better chance to move into supervisory or management positions.

* A chance to move from nontraditional employment into self-employment or small-business ownership. This is a direction many women take after they gain skills and a knowledge of the business and the market place.

* Often nontraditional jobs provide individuals with the chance to work that is self-pacing, outdoors, more personally interesting or challenging.

These are only some of the advantages to pursuing a nontraditional occupation. The advantages of being a pioneer in the workplace as a nontraditional employee can more than offset the difficulties that may be encountered.

If a nontraditional occupation appeals to you, consider preparing for it now while you are in school or engaged in a career-planning activity.

What Employers Look For

Indicate which of the following statements are true or fale.

_____1. The hobbies and leisure-time interests of a woman job applicant are not of interest to employers because they do not relate to nontraditional occupations.

_____2. Because nontraditional job opportunities are expanding at such a rapid rate, most women who find such jobs are new or first-time jobholders.

_____3. Many nontraditional jobs in industry are closed to women because they do not possess the necessary manual dexterity.

_____4. The majority of women who try out nontraditional jobs involving lifting, noise, and grime usuallly quit after a short time.

_____5. Opportunities to enter nontraditional occupations in the public sector seem to be greater than in the private sector.

Answers

1. False It is true that leisure-time interests and hobbies are one's private affair, but employers look to such clues as an indication of potential suitability for nontraditional jobs, particularly for women.

2. False No pattern is yet established, but it appears that more nontraditional jobs for women are filled by company employees who transfer or bid for such jobs than enter directly from outside the company.

3. False Manual dexterity deals with the skill one possesses in using one's hands in the manipulation of things. Women have equal or superior manual dexterity to most men because physical strength is not critical in manual dexterity.

4. False Reports indicate that the majority of women stay in such jobs. The proportion of women who quit does not seem to be greater than the proportion of men who quit.

5. True Thus far, the opportunities to enter nontraditional occupations appear to be greater in the public sector (local, state, and federal agencies) and in CETA. In the long run, opportunities in the private sector may catch up or surpass the public sector, but for the present there seems to be a commitment to nontraditional employment in public agencies.

Questions Commonly Asked by Employers*

1. What do you see yourself doing five years from now?
2. What are your long-range career objectives?
3. How do you plan to achieve your career goals?
4. What do you consider to be your greatest strengths and weaknesses?
5. How would you describe yourself?
6. How do you think a friend or teacher who knows you well would describe you?
7. What motivates you to put forth your greatest effort?
8. What qualifications do you have that make you think that you will be successful?
9. In what ways do you think you can make a contribution to my company (store, etc.)?
10. Describe an accomplishment that has given you a great deal of satisfaction? Why?
11. If you were hiring someone to work here, what qualities would you look for?
12. What high school subjects do you like best? Why?
13. What high school subjects do you like least? Why?
14. Do you think that your grades are a good indication of you academic achievement?
15. What have you learned from participation in extracurricular activities?
16. In what kind of a work environment are you most effective?
17. How do you work under pressure?
18. In what part-time or summer jobs have you been most interested? Why?
19. How would you describe the ideal job for you?
20. Why did you decide to seek a position with this company?
21. What do you know about our company?
22. What two or three things do you believe would be most important to you in a job?
23. What major problem have you encountered and how did you deal with it?
24. What have you learned from your mistakes?

Resume Writing I

Resume writing can pose a significant problem. Before introducing the topic, the group leader should provide a brief warm-up experience that will demonstrate and highlight the problem:

1. The group leader presents the following hypothetical situation: "I AM INTERVIEWING APPLICANTS FOR THE WORLD'S MOST IDEAL JOB. IN SIXTY SECONDS, CAN YOU TELL ME WHY I SHOULD HIRE YOU FOR THIS POSITION?"

2. The group leader first asks for volunteers from the group and then progresses by selecting several students until each student has the opportunity "to apply" for the job.

3. To conclude, the students are asked to identify both how they felt as they were "applying" and to share what they observed about their own behavior and the behavior of others.

The students will identify a wide variety of verbal as well as nonverbal behaviors, most of which reflect the discomfort they experienced as they attempted to "boast" about themselves. The follow-up discussion should provide participants with the opportunity for exploring:

Why they felt uncomfortable?
Why confident self-presentation is important?
What the critical differences are between "boasting" and positive self-presentation?

As a way of introducing resume writing, the group leader indicates that the common denominator underlying both the job interview and resume writing is the need for positive and accurate self-presentation.

Example of Analytic Resume

DIRECTIONS: Discuss the way each item reflects upon the individual applying for the job and in light of the characteristics an employer might be seeking in a potential employee. Then have each student complete an individual resume. Discuss ways to improve each one.

Resume Writing II

JANE DOE

PERSONAL:

Address

Telephone no.:

Birthdate:

SKILLS:

Leadership:

Served as Student Council representative; elected captain of basketball team; served as treasurer of youth group.

Organizational:

Helped design fund-raising campaign for school choir; cared for two preschool children three days/week (1 year); delivered evening paper to 45 homes (three years).

Communication:

Played lead in school play; participated on debating team; worked on school yearbook.

Interpersonal:

Served on three Student Government committees; actively participated in church youth group.

Sales:

Raised most funds in door-to-door sales for school choir; organized cookie sale for Girl Scout troup.

Office:

Worked in school office (two years); can operate switchboard and mimeograph machine; completed Typing I and II (60 words/minute).

Artistic:

Designed cover layout for school yearbook; entered poster contest on bicycle safety; sew own clothes.

Athletic:

Earned Senior Lifesaving certificate; organized field hockey team; camping (5 summers).

Teaching:

Tutored math to sixth grader; taught swimming to younger brother; worked as teacher's aide.

EDUCATION:

Johnson High School — Expect to graduate: June 1980

EMPLOYMENT:

1975-78	Newspaper Carrier - Hometown paper
1977-present	Babysitter
Summer 1978	Junior Counselor - Camp Hawthorne

REFERENCES:

Ms. Linda Smith - Address
(neighbor for whom you babysit regularly)

Mr. John Bailey - Address
(teacher with whom you work at school)

Ms. Wilma Johnson - Address
(Adult leader of youth group)

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Resume Writing III

RESUME FORM

Personal:

Name:

Address:

Telephone No.:

Birth date:

Skills:

Education:

Employment:

References:

What's My Line

PURPOSE: To acquaint students with people in occupations nontraditional to their sex.

TIME: One class period

MATERIALS: Resource people in nontraditional occupations

METHODOLOGY:

1. Identify some people employed in occupations nontraditional to their sex and invite them to your class.

2. Seat guests in front of the room and instruct students to ask questions about their trade. Questions must be phrased so that only a "yes" or "no" answer may be given. (Students should not know the occupations represented.)

3. Call time about halfway through the period if students have not already guessed all of the occupations.

4. Ask guests to discuss their occupations including their training, hardships, benefits, etc.

REFERENCE: Sourcebook for Equal Goals in Occupations, Hawaii State Department of Education, 1978.

Note: Include guest lectures in vocational education career counseling by individuals who represent a range of situations (underemployed/unemployed, single/married, childless/parent, traditional/nontraditional occupations) to help students understand a range of work aspects.

AV Materials Available

For Loan to School Systems

The materials listed below are available without charge to school systems. Requests for these materials should be submitted to

Vocational Equity
Office of Vocational Education
Georgia Department of Education
Room 237, State Office Building
Atlanta, Georgia 30334
404/656-6720

All About Eve. 16mm, 8 minutes, color.

A fast paced, eight minute film designed to turn on high school girls to the possibility of training for a career in one of the skilled trades traditionally dominated by men.

American Man: Traditional and Change. Two 12 minute, sound, color filmstrips.

This unit of two sound filmstrips introduces the concept of sex-role stereotyping to high school students. Part I, "Traditions in Question" explores some of the traditional qualities expected in men. Part II, "Living with Change" uses interviews with both males and females, adults and students to examine some of the problems confronting men because of their role training.

American Women: New Opportunities. Two 12 minute, sound, color, filmstrips.

This unit of two sound filmstrips helps high school students explore sex-role stereotyping. Part I, "Who Are You?" briefly reviews the traditional roles of women and options for the future. Part II, "Who Can You Be?" confronts the problem that even though new opportunities exist, prejudice--both external and internal--still exists. Five women in nontraditional occupations look at how to shape their lives for the most rewarding and satisfying arrangement.

An Equal Chance. 16mm, 40 minutes.

For educators, parents, or students. Produced by the American Alliance for Health, Physical Education and Recreation (AAHPER).

Anything You Want To Be. 8 minutes, b/w sound, 16mm.

This is a short, fast-paced film showing how society subtly socializes women into accepted stereotypes. The main character is a bright high school girl who is told she can be anything she wants to be, but receives signals that in reality she can't.

Expanding Career Horizons in Vocational Education. 110 slides with cassette tapes, 20 min.

A visual essay on sex bias and role stereotyping in vocational programs.

Help Wanted: Sexism in Career Education Materials. 140 slides and tape narration, 27 minutes.

This study explores the treatment of males and females in career education materials. The range of career choices, advice on obtaining employment, visuals and language are examined.

I'm Glad I'm a He, I'm Glad I'm a She. Filmstrip with cassette tape, 18-20 minutes.

For educators, parents or students.

Man and Woman: Myths and Stereotypes. 160 slides and tape cassette, LP records, and teacher guide.

This program examines male and female stereotypes and shows how literature, movies and media perpetuate artificial roles.

Nontraditional Careers for Women. 26 minutes, color, sound filmstrips.

This unit contains two sound filmstrips designed to introduce junior and senior high school students and adults to nontraditional careers for women. Part I briefly reviews the history of women's role in the U.S. job market from the 1800's to the present. Part II focuses on particular women working in nontraditional careers, opportunities for training, and the diverse job market for women.

Sexism in School--What We Can Do. 18 minutes, color, sound filmstrip.

After some consciousness-raising about the meaning of stereotyping, the results of several well-known studies are discussed, several teaching aides are illustrated and specific suggestions for starting a positive program are made.

The Sooner the Better. 16mm, 40 minutes.

Particularly good for elementary teachers and administrators.

The Time Has Come. 16mm, 40 minutes.

Especially prepared for parents, but also relative for educators.

Title IX: Implementing the Regulations. Filmstrip with tape.

For educators, parents, or students.

When I Grow Up. 18 minutes.

A series of vignettes demonstrates how stereotyping creeps into teachers', counselors', and administrators' behaviors and then show positive ways school personnel can help youngsters have expanded role expectation.

A Different Approach. 20 minutes, 16mm, color sound film (with captions).

A film that addresses the issue of handicapped abilities. The film provides several different approaches to the employment of the handicapped.

Informal Suggestions for Encouraging Nontraditional Student Support by Traditional Teachers and Peers

It is most important that nontraditional students gain the support and encouragement of a group larger than their nontraditional peers or their counselors. This larger group consists of the traditional career oriented teachers and peers in a vocational training setting. The organized methods mentioned in earlier chapters as teacher in-service workshops, or presentations at student orientation sessions, can result in more positive attitudes. Another very positive method for encouraging support is through exposure to capable and dedicated nontraditional students. Although these positive feelings do not always transfer to the larger population of nontraditional students, a beginning will have been made in the process of changing stereotypic beliefs.

Another way to influence faculty and students is through the presentation of information in a variety of informal and random media efforts. Bulletin boards offer one such avenue for changing attitudes, as well as function for recruiting and retention purposes.

Other informal means include the presentation of success stories and information in student newspapers and through faculty memos or newsletters. Examples of this approach are included on the next eight pages.

Example 1

Job Titles Are Deceiving

After weeks of searching San Diego for a position suitable to a young man of my abilities and education, I was forced to take a job cleaning apartments for a maintenance company. I soon found that this "woman's job" was hard work. The real feeling of role reversal came, however, one day while I was cleaning a vacant apartment. Answering a knock at the door, I was startled to see an attractive young woman in brown coveralls, wearing a utility belt filled with tools.

"Hi," she said. "I'm the telephone man, here to disconnect the phone."

"Oh?" I answered. "Come on in. I'm the cleaning lady."

---Jay Bracone (Kennesaw, GA)

Reprinted with permission from the Reader's Digest Assn., Inc. December, 1975.

Example 2

Unequal Pay and Work

A recent survey has found that female employees work harder and longer on the job than do male employees when both are assigned equivalent tasks.

The Institute for Social Research in Ann Arbor, Michigan, reports that it recently surveyed the work habits of 208 men and 168 women in selected companies doing the same kinds of work.

University of Michigan economics professor Frank Stafford says that the average employed man spends 52 minutes (or 11 percent) of each working day not working. The comparable figure for women was only 35 minutes a day (or eight percent of the working time) not working. The researchers add that women worked harder during their working time.

The Michigan study group points out that, despite these findings, the average working man is paid $2.66 per hour more than the average working woman. The study group calculates that if you take into account the fact that women actually work longer hours and work harder than men, it turns out that men are actually being paid $3.62 more per hour than women for doing identical portions of work.

Originally published in Mother Jones magazine, November, 1977.

Example 3

Profile of a Woman Worker

An interview by Dr. Rosa Cisneros Aguilar of the El Salvador FPA (Asociacion Demografica Salvadorena) with an agricultural worker at a rural training centre:

"Have you many children?" she asked.

"God has not been good to me. Of 16 born, only nine live", he answered.

"Does you wife work?"

"No, she stays at home."

"I see. How does she spend her day?"

"Well, she gets up at four in the morning, fetches water and wood, makes the fire and cooks breakfast. Then she goes to the river and washes the clothes. After that she goes to town to get the corn ground and buys what we need in the market. Then she cooks the midday meal.

"You come home at midday?"

"NO, no, she brings the meal to me in the fields-about three kilometres from home."

"And after that?"

"Well, she takes care of the hens and pigs...and of course she looks after the children all day...then she prepares supper so it is ready when I come home."

"Does she go to bed after supper?"

"No. I do. She has things to do around the house until about nine o'clock."

"But you say your wife doesn't work?"

"Of course she doesn't work. I told you: she stays at home."

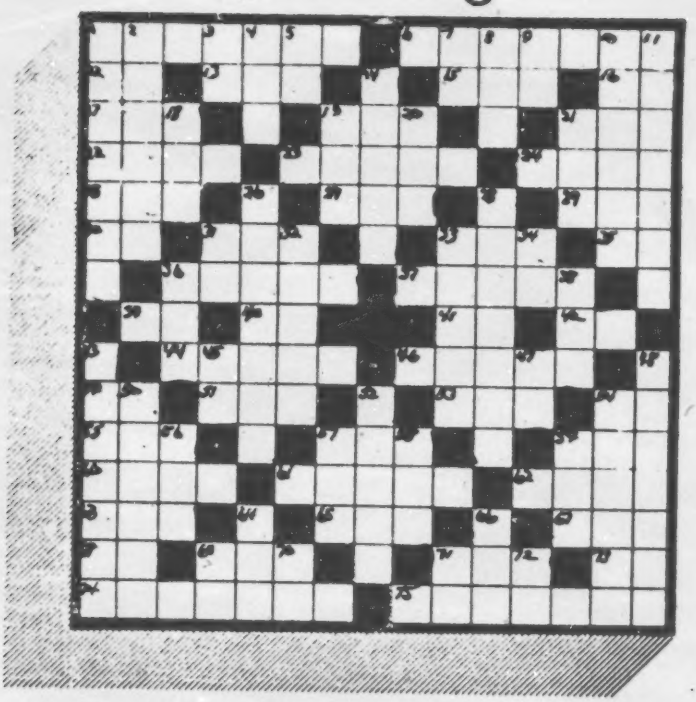
IPPF News, (International Planned Parenthood Federation).

London, January/February 1977.

Reproduced from 1977 ILO, Women at Work.

Example 4

Word Cage



By Erding Oktay, John Bartram H.S., Pennsylvania

Starred (*) words refer to women's rights movement.

ACROSS

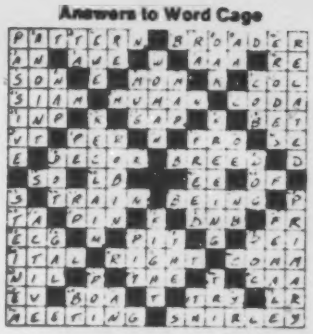
*1. Many women have been taught that the traditional ____ of their lives led to a life as a wife and a mother.
*6. Feminists want to act on their new sense of self to create a ____ sense of what it means to be female.
12. Indefinite article.
13. Reverent wonder.
15. Agricultural Adjustment Administration (abbr.).
16. Second musical note.
*17. Male offspring.
*19. Mother.
21. College (abbr.).
22. Former name of Thailand.
*23. Women liberationists want to develop themselves in a ____ way regarding job and education opportunities.
24. Concluding musical section.
25. International News Photo (abbr.).
27. Mountain pass.
29. Wager, stake.
30. "The Green Mountain State" (abbr.).
31. For each.
33. Opposite of *to*.
35. Southeast (abbr.).
36. Decoration.
37. Beget, engender.
39. Subsequently, thus.
40. Pound (abbr.).
41. Electrical engineer (abbr.).
42. Preposition indicating origin.
44. Moving file of vehicles.
46. Totality of existing things.
49. Tantalum (chem. symbol).
51. Metal used for fastening separate articles together.
53. Dictionary of National Biography (abbr.).
54. French (abbr.).
55. Electrocardiogram (abbr.).
57. Hole in the ground.

59. Prince Edward Island (abbr.).
60. Italian (abbr.).
*61. Feminists want the ____ to be equal with men in work and love.
62. Commission (abbr.).
63. Nothing, zero.
65. Definite article.
67. Current account answer (abbr.).
68. Electron volt (abbr.).
69. Large snake that crushes its prey.
71. Attempt, demonstrate.
73. Living room (abbr.).
*74. Women are ____ together specifically to talk with other women.
*75. ____ Chisholm is the black feminist Congresswoman from N.Y.

DOWN

*1. Some women feel humanly limited—being ____ dependent creatures with no identities of their own.
2. Rub over with oil.
3. Same as *49-across*.
4. Mature female sheep.
5. Rhenium (chem. symbol).
7. Egyptian sun god.
8. Long pole used for steering a boat.
9. Antiaircraft (abbr.).
10. Third person, present tense of erode.
*11. As women have ____ to each other in more direct and honest ways, they've found that more genuine relationships were possible.
*14. Adult female person.
18. Short sleep.
19. Drinking cup.
20. Flat surface representation of an area.
21. Male swan.
*26. Women's rights activists want to ____ the human qualities culturally labeled "male" and integrate them with the human qualities that have been labeled as "female" so that everyone can be more fully human.
*28. Women's lib also wants to have the effect of ____ men from constant pressures of masculine roles.
31. Probable error (abbr.).
32. Small European thrush.
33. Past tense of *free*.
34. Old English (abbr.).
36. Small speck.
38. Domestic canine.
*43. Gloria ____ is a leading women's liberationist and an editor of *Ms.* magazine.
45. Reprint (abbr.).
47. New Brunswick (abbr.).
*48. Equal pay for equal work is a ____ goal of the women's rights movement.
50. Lively, energetic.
*52. Women are learning to ____ in self-defense by taking courses in judo and karate.
*54. Woman or girl as distinguished from a man or boy.
56. Unit of liquid measure (abbr.).
57. Space at the front of a theater for an orchestra.
58. Same as *65-across*.
59. Port of call (abbr.).
64. Hawaiian food of taro root.
66. Suffix meaning *three*.
69. Berth terms (abbr.).
70. Same as *12-across*.
71. Thursday (abbr.).
72. Year (abbr.).

Answers to Word Cage



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Example 5

Well, uh, er...

Look at the following statements. Is one of each pair of statements any sillier than the other? Why?

1. "I now pronounce you man and wife."
   "I now pronounce you husband and woman."

2. "Me and the little woman just stay at home."
   "Me and the little man just stay at home."

3. Arlene, a shapely blond, organized the event.
   Bruno, a shapely brunette, organized the event.

4. Did you ever hear the joke about the farmer's daughter?
   Did you ever hear the joke about the farmer's son?

5. "Well, boys, I'd like to introduce you to Jake Lafleur and his charming wife Jane."
   "Well, girls, I'd like to introduce you to Jane Lafleur and her charming husband Jake."

6. The executive director in most agencies gets what he wants.
   The executive director in most agencies gets what she wants.

7. Boss to business client: "I'll have my girl type this up after she gets coffee."
   Boss to business client: "I'll have my boy type this up after he gets coffee."

8. Employer to female job applicant: "I know you have a masters degree in business, but can you type?"
   Employer to male job applicant: "I know you have a masters degree in business, but can you type?"

9. A female lawyer argued the case.
   A male lawyer argued the case.

10. Mary Smith, a mother of four, will be in charge of the construction site.
    John Smith, a father of four, will be in charge of the construction site.

Reference: Women's Work-Men's Work, a special issue of The Eye, Delaware Department of Public Instruction.

Example 6

Did You Know That . . .

* Not long ago nearly all secretaries were men.

* According to 1977 U.S. Department of Labor statistics, among sale workers in retail trades, the average men's salaries were found to be the same as women's. Men tend to sell the big ticket commission items while women sell mostly the lower priced items.

* The first telephone operators were young men.

* A century ago, women did much of the factory work.

* Among professional and technical workers, men earn 52 percent more than women.

* Among health workers (except doctors and dentists) and computer specialists, men's earnings exceed women's by 11 percent and 25 percent respectively.

* In 1977 women with four years of college had lower incomes than men who had completed only the 8th grade. Fully employed women high school graduates (no college) had less income on the average, than full employed men who had not completed elementary school.

Reference: Women's Work - Men's Work, a special issue of The Eye. Deleware. Department of Instruction.

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Example 7

6-NEWS-DAILY MAGAZINE, Sunday, March 16, 1980

Industrial Arts No Longer Just 'For The Boys'

Becky Ferguson doesn't feel there are any differences between boys and girls, especially where industrial arts are concerned.

Becky, the only female member of the Industrial Arts Club at Adamson Junior High, will compete April 11-13 at the state competition of the American Industrial Arts Student Association in Macon. There she will represent the school by participating in the prepared speech contest and as a member of the industrial bowl team.

In the team competition the students are asked questions pertaining to various facets of industrial arts. The team answering the most questions wins.

This is the third year of the Adamson program, and not the first time girls have played a part in winning awards of the club. During the first year, Elizabeth Heidl placed second in drafting in the state and was a member of the third place state industrial bowl team. Last year, Kathy Witcher placed second in the speech contest and Lisa Smith was a member of the second place industrial bowl team.

Becky, a ninth grader and participant in the gifted program at Adamson, has grown very interested in all aspects of industrial arts. Even her hobbies now reflect this interest, and she plans to pursue the industrial arts field while in high school.

It's really not surprising that Becky is interested in industrial arts. Her parents, Mr. and Mrs. James D. Ferguson, are both self-employed electricians who work on residential homes. The Fergusons live in Morrow.

Ernest Williams, industrial arts instructor at Adamson, said many teachers don't enjoy girls in their program, but he's found that girls can do quite well. They cover the same subjects as the boys, such as drafting, wood and metal work, small engine repair and graphic arts.

Example 8

Job Placement Is High For Forestry Students

The goal of the Waycross-Ware Tech forestry program is to train competent technicians in the fields of Forestry. Graduates of the fifteen month program receive training for jobs in forest management, timber procurement, surveying, forestry research, tree improvement, and forest nurseries.

Over seventy-one percent of the poeple who have graduated from this program over the past four and one-half years, have obtained employment in forestry related jobs.

In addition, a small percentage of the graduates elected to further their education at college or in another program at Waycross Ware Tech.

According to the Forestry instructor, Mr. John Herschelman, the Forestry Program is designed to provide realistic training for students who are interested in a career in Forestry, an industry that is so vital to our geographical area.

In addition, the students have the option of enrolling in the joint enrollment program with Waycross Junior College and obtaining an Associate Degree in Applied Science.

A recent trend that has been noticed by Jack Sandow is the willingness of women to enter the field of Forestry, an area that for the most part has been exclusively dominated by men.

According to Sandow, there is not as much problem in finding jobs for female graduates in non-traditional programs.

In fact, larger companies having "affirmative action" plans for hiring a certain percentage of female employees are actively recruiting women for non-traditional female jobs.

According to Ray Miller, Waycross-Ware Tech Director, the job placement program is coordinated by James L. Taylor, Placement and Follow-up Coordinator for the school. As Mr. Miller stated, the placement and follow-up office serves as a clearing house for employment information, but placement assistance provided to our students is an entire school effort.

This team effort is accomplished by instructors at Waycross-Ware Tech keeping abreast of the area job market with their contacts in industry.

The instructors are often contacted directly by employers looking for promising students or future employees.

Students also hear about jobs from other students. In addition employers from throughout the state call or drop by the placement office looking for employees.

Some of our biggest help in placing students, according to Taylor, comes from a former student who is out in the field doing well on a job. Once we place a good worker with a business or an industry, the employer will most likely come back to us for additional well-trained employees.

Mr. Taylor also stated that he coordinates the job placement activities with the local office of the Georgia Department of Labor.

Job availability information is kept up to date by means of a microfish scanner which shows new job openings throughout the state on a daily basis.

The forestry instructors state that good vocational instruction demands that the students be trained in facilities which resemble as closely as possible those of actual employment, using the same type of equipment found on the job. They, therefore, keep informed of new employment trends by going back to industry for periodic in-service training.

They feel this helps them to keep the Forestry Program responsible and responsive to the job needs in industry. After all, they say, training students for jobs that exist is what Waycross-Ware Tech is all about.

Example 9

Auto Repair Experts To Compete in Contest

Two Brunswick High auto mechanic students have qualified for the state finals of the Plymouth Trouble Shooting Contest to be held in Macon on May 11.

Susan Smith of 103 Stafford Ave. and Mike Czerepinski of 3329 Robin Rd. will be hunting for trouble under the hood of a new Plymouth car in a race against other technically-skilled students from around the state. For the purpose of the contest, the cars have been deliberately "bugged" with some mechanical difficulty the students must diagnose.

Charlie Cooper, instructor of the auto shop program at the school, said "I'm proud of our students. They beat out tough competition on the preliminary written exams to win the right to be in the state contest."

Cooper also pointed out that Susan Smith is the first female contestant in Georgia in the history of the contest, which has been running since 1945.

The team was selected for the written test because the two students were among the best in the school's auto shop program. They scored highly in the exam, which tests automotive knowledge learned through classroom work and study.

State competition winners will make an expense-paid trip to Kansas City in June to compete in the national finals with representatives from the 49 other states.

The Brunswick High School Plymouth Trouble Shooting Team is sponsored by Clanton Chrysler Plymouth of Jesup.

Each Spring, Plymouth dealers around the country cooperate with more than 2,000 schools in sponsoring the contest. It encourages mechanically skilled students to continue their education and seek jobs in the automotive field.

Teams first compete in regional contests with written exams. The highest scorers then participate in the hands-on contest for generous rewards and the state championship. State champions vie with other teams from around the country for college scholarships and other prizes at the national finals.

The team consists of two students. At the state contest, each team will work on a car in which malfunctions have been deliberately placed. Within a time limit, the teams race each other to find and fix the bugs and restore the care to perfect running order.

The contests are good experience for more than the winners, said Cooper. "They show our students that the automotive service field is a good rewarding career, and that there are good paying jobs available to students with technical skill and knowledge," he said.

According to Chrysler Corporation statistics, more than half of the contest students have been placed in full or part-time jobs as auto mechanics. Other direct benefits are college scholarships for the national winners and active support for the technical education programs in the public schools. The car-driving public also benefits, said Cooper, because of the availability of better-trained technicians for maintenance and service work.

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Chapter VII

STRATEGIES FOR THE PLACEMENT AND FOLLOW-UP OF NONTRADITIONAL STUDENTS

Affirmative action programs--supported by equal employment opportunity laws--have created a multitude of new careers for students in nontraditional training programs. Additionally, as nontraditional students are placed in nontraditional jobs, employers are finding that they (1) do not fit the stereotypes assigned to them and that they (2) make excellent employees. Vocational preparation programs are a very important part of nontraditional employment in that quality training increases the opportunities available to individuals. In many cases, employers are beginning to look for nontraditional employees. There are a number of ways in which this is done. Each of these methods has implications for the job placement office associated with vocational training programs. By being knowledgeable of these methods, job placement personnel can keep abreast of vacancies as well as prepare students for the employment interview.

What Employers Do to Attract Nontraditional Employees

The way in which people enter nontraditional careers is not well defined, but employment managers with many firms agree that five basic methods are used to find and place qualified individuals in nontraditional job roles. These methods are

1. Recruitment through high schools, community colleges, and four-year colleges, career days, employment conferences, unions, vocational schools, private employment agencies, women's groups, apprenticeship training programs, and federally funded nontraditional/placement centers.
2. Advertising in newspapers and trade and professional journals, stressing that men and women are being sought for specfic jobs or positions.

3. Application or resume analysis. Employers look at the job history of an applicant for indications of past nontraditional involvement. If it is a woman applicant, they check to see if she has been in military service, if she has taken any vocational education courses in school, college, or other training agency.
4. Visual screening by employment interviewers often finds applicants whose physical stature would enable them to succeed in strength-demanding work.
5. Transfer within the company by employees is the most widely acknowledged way of expanding nontraditional positions. The employee often receives special catch-up help and training to gain the skills needed for the nontraditional job he or she is seeking. This is considered to be internal development and upgrading for equal employment.

(Reference: Choices and Challenges, Carwell Education Management Planning, Inc., Los Altos, California, 1979).

Creating Nontraditional Job Opportunities

There is of course, another way to increase nontraditional employment--a way which is far more productive in placing students who have been trained in nontraditional areas. Job placement personnel can actively seek out jobs for which nontraditional students are qualified. By actively pursuing vacancies for nontraditional students, in-field placement rates can be raised dramatically. Adequate preparation for such an active role should include at least the following activities.

IDENTIFYING OPENINGS is the initial step involved in the placement of nontraditional students. A listing of available jobs or prospective job openings may be obtained

* by searching newspaper ads
* by personal inquiries at county agencies, government agencies, and community organizations
* by inquiring at State Employment Offices
* by using bulletin boards
* through personal contacts with industries

Bulletin boards usually carry information on job openings. Bulletin boards are displayed at county office buildings, school boards, post offices, and industries. These should be visited periodically as job information may change frequently.

Job openings in the target area served by the school will be more meaningful and convenient for your clients.

Additionally, specific groups can be targets for efforts to create a climate of positive attitudes toward nontraditional employment.

A. Advisory Councils

1. Insure that the advisory councils are broadly representative of the total community or state. Include a balanced representation of women from traditional and nontraditional occupational areas who have demonstrated abilities and commitment to the elimination of sex bias.
2. It is appropriate to involve Advisory Councils in the following activities.

* occupational/community surveys dealing with long and short-term manpower needs
* course content advisement
* student placement
* community public relations
* equipment and facilities
* program staffing
* program review
* community resources

3. There are at least three main advantages of involving Advisory Councils in problem solving. They can coordinate school programs with education and training programs offered by employers, other public agencies, and schools. They can help sell vocational education to business and industry leaders, the school board, the community, and local/state legislators. They can also determine what jobs are available and how students can best be trained for them. Much research and experience with advisory councils has revealed that the effectiveness of the Advisory Counicls is largely determined by carefully planned and implemented organizational procedures.

B. Placement Assistance From Employers

Requesting industries to send available job openings by mail DOES NOT WORK.

1. Your main purpose is to solicit job listings from employers. When making personal contacts and inquiries

* inform employers of the need to hire nontraditional employees by making a visit
* let them know that you have a bank of names of persons seeking employment
* ask for cooperation
* sound serious and convincing
* identify a procedure that will be used to inform you of openings and for the project to refer clients (via phone, letter)
* if necessary, follow up on employer contacts to see if any jobs have become available
* put them on your mailing list to enhance the relationship

2. Another strategy directed at gaining employer assistance with placement involves conducting a survey on employment issues.
3. Develop closer relations with members of business and labor to encourage their participation as advisors.
4. Get in-depth information on the affirmative action programs in your community. Many businesses and industries (such as banks and large national concerns) and public employers (such as municipal governments) have affirmative action programs to actively recruit both women and minorities. Determine which employers in your community have such programs, how they are working, and how you can feed them through your counseling center componet.

5. In "Vocational Education in the Cities," a document by the National Advisory Council on Vocational Education, a provocative project is described in which business persons and vocational educators change places for a period of time to gain better understanding of each other's position. Rapport between industry and vocational educators can greatly enhance placement efforts.
6. Provide input from industry for project goals and objectives.
7. Determine what opportunities really exist for nontraditional job placement,
8. Discuss possible cooperation between industry and equity projects.
9. Provide women applicants the opportunity to visit work sites or places of business or industry.

C. The Community at Large

1. Develop community awareness of vocational programs through demonstrations at shopping malls, service clubs, women's organizations, and other community groups.
2. Involve the community in recent developments in legislation and/or administrative policies relevant to the elimination of bias in vocational education by holding periodic public meetings for purposes of information sharing and problem solving.

3. Foster a community awareness program through business and industry to provide a market for cooperative training and employment.

4. Identify the work opportunities in your community, and within commuting distance. Break down into various segments:

   * Types of industry?
   * Types of factories?
   * Kinds of plants?
   * Kinds of businesses?

   (Are there women already employed in nontraditional jobs who can serve as role models?)

5. Find out who has taken initiative in this area. What agencies are already working in career development or job training and counseling? Could they use help through supplemental programs, or could they help you? What are their program shortcomings? What pitfalls have they experienced that you could avoid?

6. Discover possible coalition partners. Organizations such as the Urban League, NAACP, NOW and other groups. Cooperating with these groups may be a good idea.

7. Gather support from such groups as Black Women's Coalition, Coalition of Labor Union Women (CLUW), a national trade union movement like the ILGWU, National Organization for Women, American Association of University Women and the League of Women Voters. There are many organizations that might

recognize and be willing to support the needs of women. Get them in on the early planning. Some of these groups might have "green power" --money to invest in such an effort.

Student Preparation for Job Interviews

In addition to keeping an current file of job vacanies, students must be prepared for the job interview.

Give your students as much information as you can about the employment procedures. Secure and relay qualifications and information for each job:

* skills/experience required
* wage scale
* education
* nature of work--indoors/outdoors
* length of time the job will be vacant

Other effective techniques include the following:

* making arrangements, if permitted, to accompany the client to the site and give an introduction to the employer
* assisting the client in making arrangements for transportation--with a friend or employee at the company
* informing or re-informing the client of interviewing techniques and completing job application forms
* Briefing the client on testing procedures used by the employer

The Importance of Follow-up

Follow up (via phone, personal visits, or mail) with employers and students is an important part of job development. Information should be obtained on

* Whether the person was hired
* How the interview process went
* How the client likes the job (appropriate for subsequest follow-up)

If the student was not hired, the reasons should be placed in the students file. The file should then be placed back in the active files. In any instance when clients are not employed, considering their needs, some kind of support counseling is needed. A word of encouragement is in order, as well as alternative suggestions.